CONNECT





Student's Book
Term 1

Paul Drury and
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Foreword

This is a pivotal time in the history of the Ministry of Education and Technical Education (MOETE) in Egypt. We are embarking on the transformation of Egypt's K-12 education system (Education 2.0) starting in September 2018 with KG1, KG2 and Primary 1, continuing to be rolled out year after year until 2030. We are transforming the way in which students learn, to prepare Egypt's youth to succeed in a future world that we cannot entirely imagine. The rapid technological advancement and disruptions to industries and the workplace requires MOETE to undergo a major configuration of when to learn and what to learn. The foundational skills of literacy, numeracy and digital literacy are the core. Education at a young age also needs to be multidisciplinary to broaden students' horizons, integrating the essential soft skills and competencies such as communication and critical thinking into the school curriculum. There must be joy in learning so that students are motivated to engage in lifelong learning throughout their lives keeping up and staying ahead of changes in the world.

Curriculum is not the end but the beginning of the important process of changing Egypt's education system. MOETE is very proud to present this new series of textbooks, *Connect*, with the accompanying digital learning materials that capture its vision of the transformation journey. This is the result of much consultation, much thought and a lot of work. We have drawn on the best expertise and experience from national and international organizations and education professionals to support us in translating our vision into an innovative national curriculum framework and exciting and inspiring print and digital learning materials.

The MOETE extends its deep appreciation to its own Center for Curriculum and Instructional Materials Development (CCIMD) and specifically, the CCIMD Director and her amazing team. MOETE is also very grateful to the minister's senior advisors for curriculum and early childhood education. Our deep appreciation goes to Discovery Education, Nahdet Masr, Longman Egypt, UNICEF, UNESCO, World Bank Education Experts and UK Education Experts who, collectively, supported the development of Egypt's national curriculum framework. I also thank the Egyptian Faculty of Education professors who participated in reviewing the national curriculum framework. Finally, I thank each and every MOETE administrator in all MOETE sectors as well as the MOETE subject counsellors who participated in the process.

This transformation of Egypt's education system would not have been possible without the significant support of Egypt's current president, His Excellency President Abdel Fattah El-Sisi. Overhauling the education system is part of the president's vision of 'rebuilding the Egyptian citizen' and it is closely coordinated with the Ministries of Higher Education and Scientific Research, Culture, and Youth and Sports. Education 2.0 is only a part in a bigger national effort to propel Egypt to the ranks of developed countries and to ensure a great future to all of its citizens.

A Word from the Minister of Education and Technical Education

It is my great pleasure to celebrate this extraordinary moment in the history of Egypt where we launch a new education system designed to prepare a new Egyptian citizen proud of his Egyptian, Arab and African roots - a new citizen who is innovative, a critical thinker, able to understand and accept differences, competent in knowledge and life skills, able to learn for life and able to compete globally.

Egypt chose to invest in its new generations through building a transformative and modern education system consistent with international quality benchmarks. The new education system is designed to help our children and grandchildren enjoy a better future and to propel Egypt to the ranks of advanced countries in the near future. The transformation of the Egyptian citizen is Egypt's national project for the years to come and it is the only safeguard for a prosperous future.

The fulfillment of the Egyptian dream of transformation is indeed a joint responsibility among all of us, governmental institutions, parents, civil society, private sector and media institutions. Here, I would like to acknowledge the critical role of our beloved teachers who are the role models for our children and who are the cornerstone of the intended transformation.

I ask everyone of us to join hands towards this noble goal of transforming Egypt through education in order to restore Egyptian excellence, leadership and great civilization.

My warmest regards to our children who will begin this journey and my deepest respect and gratitude to our great teachers.

Dr. Tarek Galal Shawki
Minister of Education and Technical Education



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SCOPE AND SEQUENCE

Theme 1 I discover myself

	Unit 1 I feel good	Unit 2 Desert animals	Unit 3 Why are plants green?
Vocabulary	food: *bananas, chicken, grapes, mangoes, milk, onions, potatoes, rice, sugarcane, watermelon* body systems: *breathe, diaphragm, esophagus, large intestine, lungs, mouth, nose, pump, small intestine, stomach* first aid: *band-aid, gloves, scrape*	Egyptian animals: *camel, crocodile, eagle, fennec fox, pelican, snake, spider; beak, feather, fur, wing* comparative adjectives: *bigger, faster, heavier, more beautiful, nicer, noisier, shorter, taller, thinner*	plants: *flower, germinate, leaf, pollen, root, seed, shoot, soil; acacia, bean plant, daisy, lotus flower, orange tree, reed, rose, sunflower, tamarisk* plant cell: *carbon dioxide, chloroplast, oxygen* superlative adjectives: *biggest, heaviest, most beautiful, nicest, tallest*
Language	I eat vegetables and I exercise. I want to play football, but I hurt my leg. Prefix *re-*: *repaint, remake, redo* *He repainted his house.*	*Crocodiles are more dangerous than fish.* *A fennec fox is smaller than a camel.* *A pelican's beak is longer than an eagle's beak.*	*The sunflower is the biggest flower.* *What is the most beautiful flower?* *A coconut is the heaviest seed.* Suffix *-ful*: *beautiful, careful, colorful, helpful, useful*
Reading	A dialog about food; a story about friends sharing their cultures	A dialog about animals; fact files about animals; a fiction story about animals	A dialog about growing a tomato plant; a text about how plants clean air; a fiction story about a farm
Writing	Instructions for making something; researching, planning and writing a presentation	A fact file about an animal; a poster about an unpopular animal	Explaining a process: the life cycle of a plant; a report about a plant
Speaking	A presentation about a place in Egypt	Discussion of animal facts; giving opinions; presentation of a poster	Giving opinions; presentation of a report
Listening	Interviews with children talking about their healthy routines	A dialog about animals; a fiction story about animals	A fiction story about a farm; the life cycle of a sunflower
Phonics	long and short vowels: *bag, cake, mom, nose, mix, rice*	sound discrimination /p/, /b/: *pear, bear, bee, pea, pin, beak, pelican, bird,*	/sl/, /sw/: *sleep, slice, slippers, swan, sweep, sweet, swim, switch*
Life skills	**Self-management:** eating healthily, living a healthy life	**Respect of diversity:** recognizing differences and similarities across species	**Critical thinking:** gathering and interpreting information; **Self-management:** managing resources **Respect of diversity :** appreciation of plant diversity
Values	**Appreciation of science** **Respect** **Tolerance**	**Respect** **Tolerance**	**Appreciation of science:** understanding the importance of plants
Issues and challenges	**Preventative and therapeutic health** **Non-discrimination issues**	**Environmental responsibility:** protecting our world	**Environmental responsibility:** protecting our world
Integrated cross-curriculum topics	**Social studies:** a healthy lifestyle **Science:** digestive system; respiratory system; a balanced diet **Math:** comparing large digits (ascending order)	**Science:** senses and adaptation; animals in different parts of Egypt **Math:** decimal fractions (2 decimal places) (descending order)	**Social studies:** pollution; Egyptian habitats for plants **Math:** numbers up to a billion **Science:** reproduction in plants; plant cell formation

Theme 2 Myself and others

	Unit 4 Where do you live?	Unit 5 Where do you work?	Unit 6 What do you do?
Vocabulary	buildings: *house, apartment, tent, cave, boat, school, hospital, office, shopping mall, supermarket, post office* prepositions of place: *above, behind, between, in, in front of, next to, on, under*	jobs: *builder, bus driver, electrician, garbage collector, mail carrier, mechanic, plumber, blocks, faucet, pipe, screwdriver, tape measure* electricity: *lightning, plug, socket, turn off, unplug*	industry: *energy, farming, fishing, mining, tourism; economy, salary* energy: *coal, oil, solar, wind; renewable, non-renewable* verbs: *build, drive, fish, fix, help, teach*
Language	*Where's the hospital?* *The hospital is next to the school.* *Turn right. Go straight ahead. It's on the corner.*	*This is the socket the electrician is fixing.* *These are the plumber's tools.* *That's the mail carrier's bicycle.* *Those are the builders' hard hats.*	*What do you do?* *I work in the fishing industry.* *I buy and sell fish.* *Fishermen fish.* Prefix *dis-*: *disappear, dislike, disagree* *She dislikes ice cream.*
Reading	A dialog about a home; a story about living on a boat	An interview with an electrician; a text about workers in our community; a paragraph about being a mail carrier	interviews about different jobs; texts about energy sources; a poem about jobs; a story about a fisherman
Writing	A fact file about a village or city; a poster about a person who helps us	A paragraph about the pros and cons of a job; a report about people who help you	A paragraph about a job; a poster about respect
Speaking	Describing home; discussion about the importance of helping others	Discussion about different jobs; giving opinions	Discussion about renewable and non-renewable resources
Listening	Directions around a town	A story about 3 cousins	A poem about jobs; a story about 2 sisters
Phonics	sound discrimination /f/, /v/: *fan, van*	word stress in 2-syllable words	sound discrimination: /i/, /e/: *tin, ten*; /æ/, /ʌ/: *ran, run*
Life skills	**Critical thinking:** understanding the importance of helping others	**Decision making:** jobs I want to do and why	**Accountability:** job responsibilities **Collaboration:** group work
Values	**Independence** **Participation**	**Respect**	**Respect**
Issues and challenges	**Loyalty and belonging**	**Community participation**	**Environmental responsibility**
Integrated cross-curriculum topics	**Social studies:** places in town; giving directions	**Social studies:** different roles in society; how science can improve people's lives **Math:** dividing numbers **Science:** electricity	**Social studies:** renewable and non-renewable resources; sources of energy **Math:** prime numbers



Let's remember!

LESSON 1

1  **What can you see in the photo? Look and say**



2 **Read and match the questions and answers**

1 How tall is the Cairo Tower?
2 What would you like?
3 Where are you from?
4 What did you do yesterday?
5 How long is the Sphinx?
6 When's your birthday?

a I visited the bazaar. I bought a bag.
b It's 187 meters.
c It's on January 19th.
d I'm from China. I'm Chinese.
e It's seventy-three meters long.
f I'd like some water, please.



3 Look and write. What is the mystery word in yellow?



				1 b	r	e	a	d
				2				
				3				
			4					
5								
				6				
	7							
				8				
9								

The mystery word is: __________

4 Look and write

bread, cereals and potatoes   fruit and vegetables
milk and dairy products   meat and fish   sugar and fats



5 What is a healthy diet? Look and say

LESSON 2

1 Read and order

April	☐	March	☐
February	☐	September	☐
June	☐	December	☐
October	☐	July	☐
August	☐	May	☐
January	1	November	☐

2 Listen, answer and write

1 It's sunny

2 ______

3 ______

4 ______

5 €5 ______

6 ______

7 ______

8 ______

3 Write about your weekend. You can use the words below

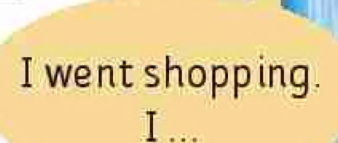
go see buy have

I went shopping last weekend. I ______

____

I ______________________________

I had a great time!





4 Read and add the correct capital letters

hi! I'm shorouk! i live in alexandria. the

library of alexandria is a big and famous

library in my city. yesterday it was sunny. my

family visited the park

at the montaza palace.






UNIT 1
Cairo, Egypt
I feel good



UNIT 1

In this unit I will ...

- listen, read, research, and write about foods and how to keep healthy.
- practice making sentences with *and* or *but*.
- talk about a place in Egypt.
- read and listen to a short story.
- distinguish long and short vowels.
- write instructions.
- research and make a presentation.

Look, discuss, and share

Which fruits can you see in the picture?
What is your favorite fruit?



Did you know?

Did you know that in Japan you can buy a watermelon that looks like a pyramid?

Find out

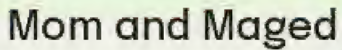
Which fruits do people grow in Egypt?
Share your answers with your partner.



UNIT 1

LESSON 1
FOOD AND DRINK




Mom and Maged



1 Listen and read

Mom: Lunch is ready. I made some special food for us.

Maged: Mom, it looks delicious!

Mom: Which food comes from our country, do you think?

Maged: I think we grow **rice** in Egypt.

Mom: Yes, that's right. What else?

Maged: Hmmm, I think we **raise chickens** in Egypt.



Mom: Yes, and tomatoes and **onions**. Egyptian farmers **produce** many things you see on this table. Let's eat!

Maged: Yum!



2 Listen again and answer the questions

1 What meal are they having?
   a breakfast   b lunch   c dinner

2 What does the verb *raise* mean?
   a To keep and feed chicken to get eggs and meat.
   b To build houses for chicken to grow healthier.

3 What does Maged think about the food? ___________



3 Look and write

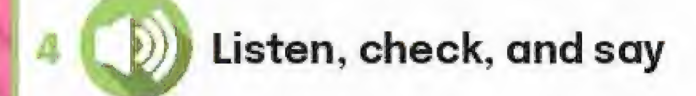
bananas chicken grapes mangoes milk
onions potatoes rice sugarcane watermelon



1 chicken 2 ______ 3 ______ 4 ______ 5 ______



6 ______ 7 ______ 8 ______ 9 ______ 10 ______



4 Listen, check, and say

Find out

What other animals do farmers raise in Egypt?

5 Ask and answer. Write in your notebook







We produce vegetables like...

UNIT 1

LESSON 2
CLIL: SCIENCE



1 **Work in pairs. Discuss this question**

1 What happens in our body when we eat food?

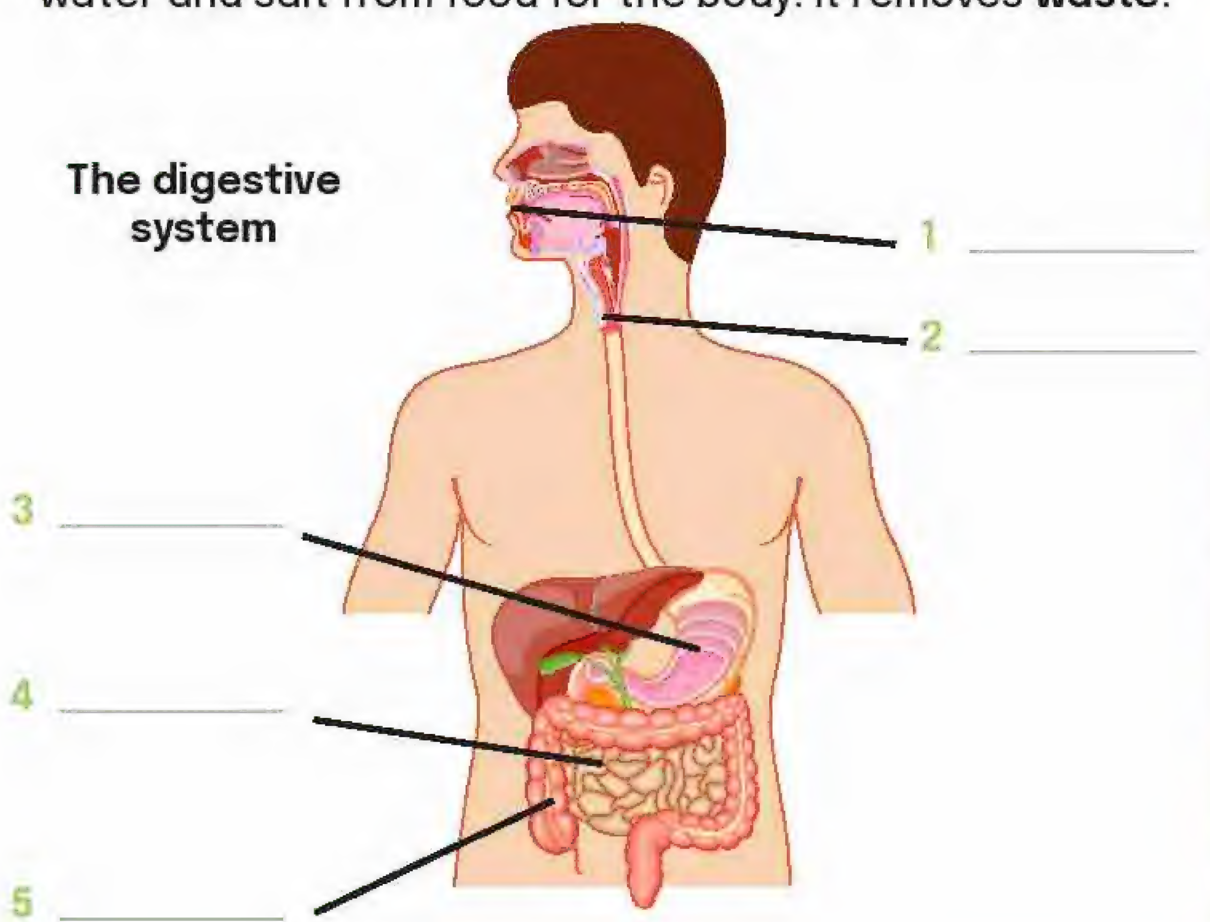
2 Look, read, and label the body

1 The **esophagus** goes from the **mouth** to the **stomach**.

2 When the food moves from the esophagus to the stomach, the **gastric juice** digests it.

3 Food moves from the stomach to the **small intestine** to complete the digestion.

4 The **large intestine** is around the small intestine. It takes water and salt from food for the body. It removes **waste**.



3  Read and complete

mixes   gastric juice   teeth   nutrients   ~~eat~~

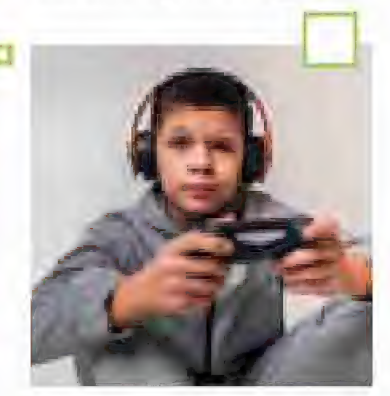
When we eat ...

We use our digestive system to digest what we 1 ___eat___. We put food in our mouths. We **chew** food with our 2 __________.

Then the food goes down the esophagus. It arrives in the stomach. In the stomach, the food 3 __________ with the gastric juice.
The 4 __________ changes the food into a simpler form to get energy and 5 __________. We need the energy and nutrients in our body.

4 How can we have a healthy digestive system? Check the healthy things

a ☐



b ☐



c ☐



d ☐



e ☐

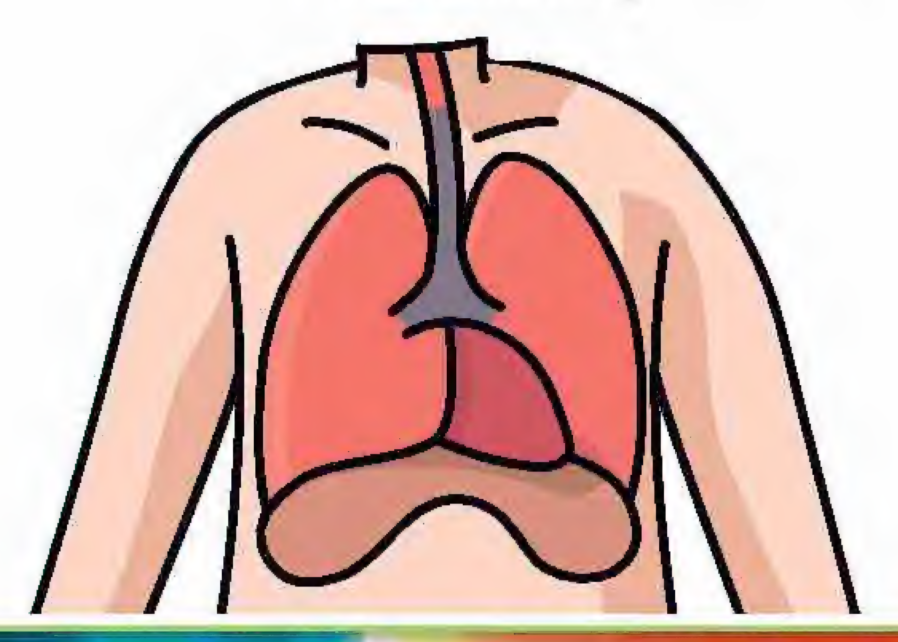


UNIT 1

5 **Look and match the descriptions to the words. Listen and check**

1 pump
2 nose
3 lungs
4 diaphragm
5 breathe

a This is a **muscle** under the lungs.
b To move quickly from one place to another.
c To take in oxygen and give out carbon dioxide.
d This is in the center of the face.
e We have two of these. They are inside the body.





Did you know?

In our bodies, the right lung is larger than the left lung.

6 **Read the text and put the sentences in the correct order**

Our respiratory system

We use our **respiratory system** when we **breathe**. We need oxygen in our bodies.

We breathe in air through our nose. Our diaphragm goes down. It pulls air into our lungs.

In the lungs, the oxygen from the air goes into our blood. Our heart **pumps** this blood around our body. The diaphragm goes up. It pushes air with **carbon dioxide** out of our lungs. We breathe out.

- [ ] The diaphragm pulls air into our lungs.
- [ ] The diaphragm moves up and pushes the air out of our body.
- [ ] The heart pushes the blood around our body.
- [1] We breathe through our nose.
- [ ] The diaphragm goes down.
- [ ] When the air arrives in our lungs, the oxygen goes into our blood.

7 **How can we have a healthy respiratory system? Look and match**

1 Stay away from smoke.

2 Exercise.

3 Put green plants in your balcony.

4 Drink plenty of water.

a



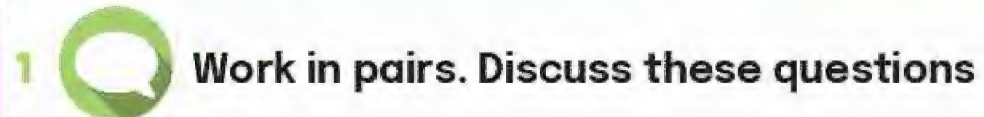
b


c


d



UNIT 1



LESSON 3

1 Work in pairs. Discuss these questions

1. Do you think you are healthy?
2. What healthy things do you do?

2 Listen to Adam, Dareen, and Judy talking about being healthy. Label the photos

1



____

2



____

3



____

3 Listen again and answer the questions

1. Who never drinks cola? ____________
2. Who plays football? ____________
3. Who doesn't eat candy? ____________

4 Listen again and complete the sentences with *and* or *but*

1 I don't eat candy, __________ I like fruit.
2 I drink cola, __________ I want to drink more water.
3 I play basketball __________ I play football in the park.
4 Dad is a scientist __________ he likes looking at animals and plants.
5 It's a very interesting place, __________ it's very hot sometimes!
6 I love burgers, __________ I only eat one a week.

LANGUAGE FOCUS





We use *and* to add two ideas together:

I eat vegetables **and** I exercise.

We use *but* to contrast two ideas:

I want to play football, **but** I hurt my leg.



5 Write sentences in your notebook with *and* or *but* about how you are being healthy. Share your sentences with a partner

I practice basketball on Wednesday, and I walk home from school every day.

I love playing video games, but I only play them on Saturday.

6 Read the health problems. Circle the correct answer *a* or *b*

1 Your friend has a **burn** on his/her hand.

a Hold the hand under cold water for 10 minutes.

b Put butter on the burn.



2 Your cousin cannot breathe. She is coughing.

a Hit her on the arm.

b Hit her on the back with your hand open.



3 Your brother **sprained** his foot.

a Ask him to jump.

b Press a bag of ice on his foot.



sprain (v): to twist one of the body joints



Think!

Why is it important to know about first aid?

7 Look, listen, and say







8 Read and put the instructions in the correct order

How we can help

- [ ] Ask them to sit down.
- [1] Someone falls over and cuts their leg. Be a kind friend.
- [ ] The next day, wash the scrape with soap and water again. **Redo** the band-aid.
- [ ] Put on gloves.
- [ ] Wash the scrape with water and soap.
- [ ] Put on a band-aid.



9 Listen and complete the instructions to help someone with a nosebleed

1 Someone has a nosebleed. Be a kind friend.
2 ______________________.
3 ______________________.
4 Hold their __________.
5 Ask them to __________ through their mouth.
6 Continue pinching the nose for 5 - 10 minutes.



pinch nose



Find out

What is usually in a first-aid kit?

UNIT 1

LESSON 4



1 **Look at the picture and say**

Describe the picture. How do the girls feel?





2 **Read and listen. What is a flapjack?**

Talia learns to love flapjacks!

Talia and Suzanne are good friends. Talia is Egyptian and Suzanne is British. Their parents are friends too. They talk together a lot. They are sad when they say goodbye.

One day, Talia and her mom go to Suzanne's apartment. Talia is excited, but she is a bit worried. What is British food? Does it taste good? Suzanne says, 'Please have some tea, Talia. Would you like a flapjack? My mom and I made them.'

Suzanne has a plate in her hands. On the plate there are big, square cookies. Talia looks at the flapjacks.

'Suzanne, I am very happy you made them for me, but what is a flapjack?' she asks.

Suzanne says, 'They are cookies. I make them with **oats**, butter, and honey. Try a little.'

Talia's mom smiles too. Talia tries a flapjack. It's delicious!

'I love it!' she says. 'How do you make them?'

Suzanne says, 'It's very easy. Next time you visit us, we can make them together!'

Talia says, 'What a great idea!'



3 Work with a partner. Ask and answer

1 Who are Talia and Suzanne?

2 Where are they?



4 **Read again and answer *T* (True) or *F* (False)**

1 Suzanne goes to Talia's apartment. ________

2 Suzanne is from Egypt. ________

3 Talia loves flapjacks. ________

4 Talia wants to make flapjacks. ________

5 You need apples to make flapjacks. ________



Find out

5 **Read Suzanne's recipe for flapjacks. What is your favorite Egyptian dessert? Find out what the ingredients are and how you can make it.**

This is how Suzanne and her mom make flapjacks:

- Melt the butter, sugar, and honey in a large pan over low heat.
- Add **oats** and salt and then **stir** well.
- Bake for 20 minutes.
- When the flapjacks are cold, **slice** into small squares.

Ingredients

220g butter
150g brown sugar
150g honey
440g oats
10g salt

UNIT 1

PRONUNCIATION

6 **Look at the pictures and complete the words**



7  **Listen and check. Then say**

8 **Read and change the verbs with *re***

> The prefix 're' means 'again'.
>
> *The next day, wash the scrape with soap and water again. **Redo** the band-aid.*

1 He painted his house again. He repainted his house.

2 She cleaned her bike again.

____

3 He made flapjacks again.

____

4 She did her homework again.

____



CLIL: MATH

Comparing large digits: Ascending order

9 Look and say

544,432	five hundred, forty-four thousand, and four hundred thirty-two
178,880	one hundred, seventy-eight thousand and eight hundred and eighty

10 Put the correct sign (< , >, or =)

1	655,534	<	698,881
2	10,000,000		ten million
3	100,000,000		99,999,999

11 Arrange these numbers in ascending order

1 87,909 - 87,092 - 87,990

____

2 233,346 - 10,009 - 20,665

____

3 20,000 - 20,310 - 19,311

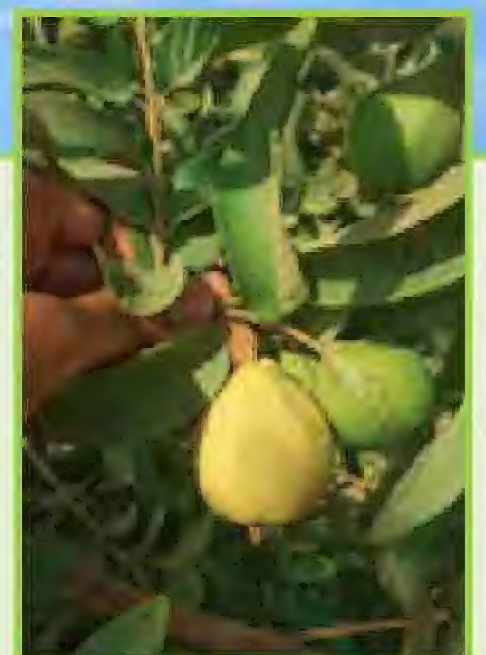
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Find out

The numerical digits we use today 1, 2 and 3 are based on the Hindu-Arabic numeral system. This system was developed over 1000 years ago. Can you find the smallest five-digit number?

UNIT 1

LESSON 5



Food from Damietta governorate

The land in Damietta governorate is rich in nutrients. The farmers can grow rice, tomatoes, potatoes, wheat, lemons, grapes, and guavas.

Fishermen catch thousands of fish in the sea. Cows, goats, and sheep live in Damietta governorate too. Domiati cheese is very famous.

About one and a half million people live in this part of Egypt. Life is good in Damietta!

1 Read the text and join the sentence halves

1 Damietta is famous
2 The animals you see
3 The farmers grow
4 About 1.5 million Egyptians

a live in Damietta governorate.
b tomatoes, potatoes, wheat, lemons, and guavas.
c for Domiati cheese.
d in Damieta are goats, cows, and sheep.

2 Work in groups. Choose another governorate

1 Write down everything you know about the place.
2 Think what information you need.
- Where is it?
- What do farmers produce there?
- What is it famous for?
- Who lives there?

UNIT 1

3 **Do some research and write what you learned**

K What I Know	W What I Want to Know	L What I Learned
Farmers in Minya grow sugarcane.		

4 **Decide how you will present your information, e.g. poster, Powerpoint, etc.**

- Write your text
- Draw or glue your pictures

5 **Choose part of the presentation for everyone in the group. Complete the table below**

Name	Introduction
Name	Topic 1 ___________
Name	Topic 2 ___________
Name	Topic 3 ___________
Name	Final points

UNIT 1

LESSON 6

PRESENTATION

1 **Practice your presentation with your group**

- Speak loudly so everyone can hear you.
- Show your poster or Powerpoint presentation.

2 **Show your presentation to the class**



3 **Listen and write. Share your ideas**

	Group 1	Group 2	Group 3	Group 4
What was interesting?				
What did you learn?				
Did everyone in the group speak?				

SELF-ASSESSMENT

4 Complete the letters to make food words



1 w_term_lon
2 ban_nas
3 p_tat_es
4 r_c_
5 m_ng_es
6 m_ _k
7 gr_p_s
8 o_io_s
9 sugarc_ _e
10 ch_cke_

5 Write the words in the correct column

mouth nose
small intestine
lungs diaphragm
esophagus

Digestive system	Respiratory system

6 Circle the correct word in each sentence

1 Faten loves ice cream **and / but** chocolate.
2 My dad is Egyptian, **and / but** his dad is French.
3 Waleed speaks English, **and / but** he can't speak Chinese.
4 We wash a scrape **and / but** stick a band-aid.

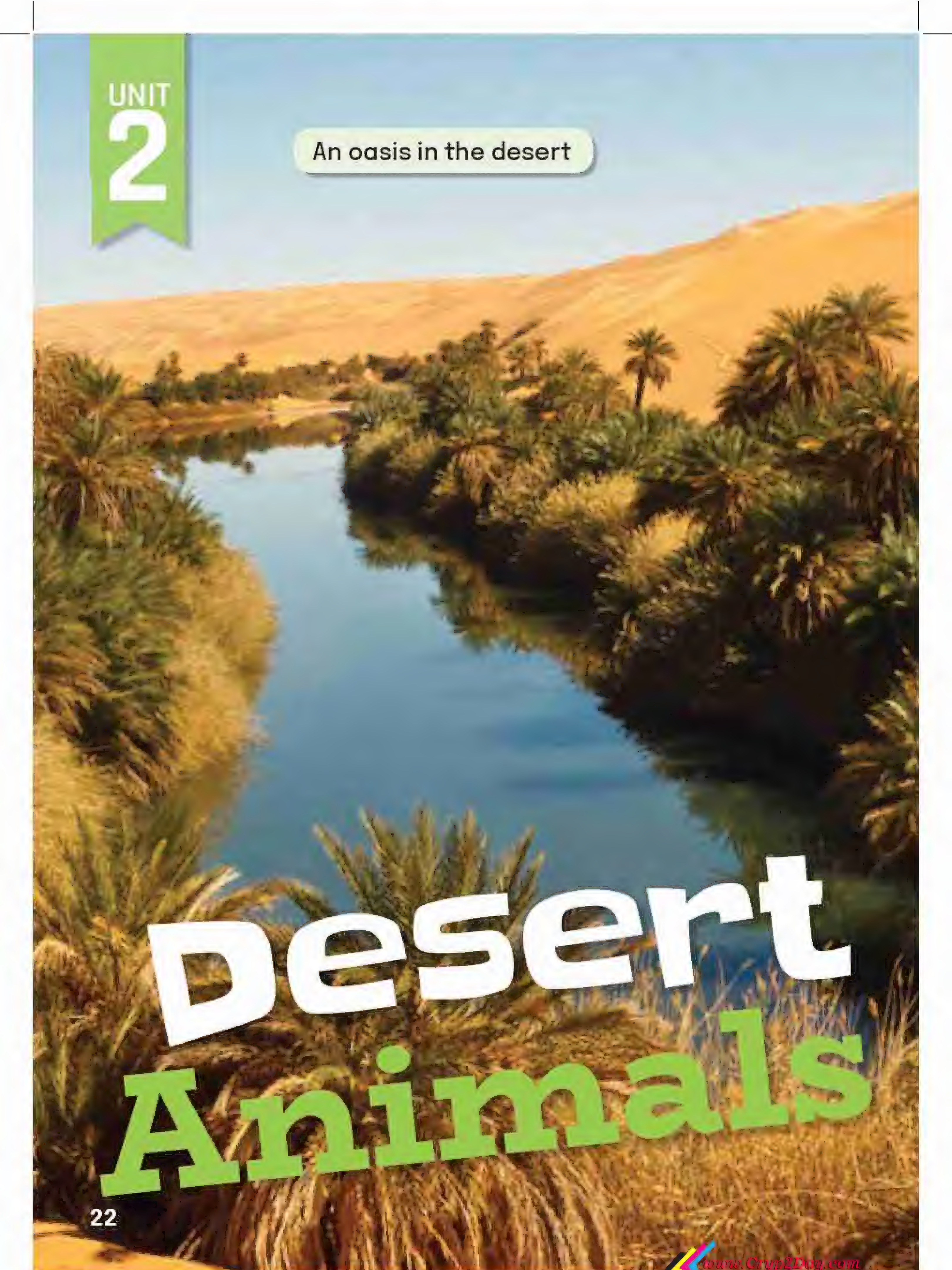
7  **Think about Unit 1**

Write two things you enjoyed.

____

Write two things you learned.

____


UNIT
2
An oasis in the desert
Desert
Animals



UNIT 2

In this unit I will ...

- listen, read, research, and write about desert animals.
- practice making comparisons.
- listen to a short story.
- learn about the difference between the /p/ and /b/ sounds.
- write a fact file.
- research and make a poster.

Look, discuss, and share

What is this place? Which animals live here?

Did you know?

The Sahara Desert covers large parts of ten countries in Africa. It is very big, but Antarctica is bigger!

Find out

How big are the Sahara Desert and Antarctica? What kind of animals live in both? Share your answers with your partner.





UNIT 2

LESSON 1
ANIMALS IN EGYPT

Tarek, Mom, and Sara

1 Listen and read

Mom: Look at all these animals that live in our country.

Sara: Look at the crocodile, it's **huge**!

Tarek: Huge and **scary**!

Sara: I think the spider is scarier.

Mom: Yeah, but spiders are very **helpful**. They eat insects. Farmers like spiders.

Sara: Ok, what about the snake and the crocodile? They're **dangerous**, aren't they?

Mom: Yes, that's true, but they do a very important job. They eat insects, birds and lizards. This **controls** the number of these small animals.

Tarek: Eagles do the same job.

Sara: The pelican eats small fish.

Mom: You're right! We sometimes think some animals are scary or ugly, but they are all important.

2 Listen again and answer

1 Does Tarek like crocodiles? ___________

2 What do snakes and crocodiles eat? ___________

3 Why do farmers like spiders? ___________

4 What does the verb *control* mean?

a make the number of animals bigger.

b make the number of animals fewer.

UNIT 2



3 Listen and say. Then write

eagle fennec fox crocodile snake spider camel pelican

1 ________



2 ________



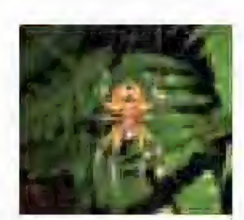
3 ________



4 ________



5 ________



6 ________



7 ________





4 Listen again and answer

Which animals do Tarek and Sara **not** talk about? ________



5 What do you think?

1 Which animals are scary?
2 Which animals are dangerous?
3 Which animals are cute?
4 Only cute animals are important. Do you agree?

I think crocodiles are scary, but they control the numbers of small animals.

LESSON 2
CLIL: SCIENCE

1 Work in pairs. Discuss these questions

1. What Egyptian desert animals do you know?
2. Is it easy to live in the desert? Why? What problems do animals have?

2 Look quickly at the fact files and answer

1. Which animal has big ears?
2. Which animal can fly?
3. Which animal lives for about forty years?

Animal fact file

Fennec Fox

Where does it live?	In the deserts of North Africa
How tall is it?	20 centimeters
How heavy is it?	about 1 kilogram
How long is it?	30 - 40 centimeters
What does it eat?	insects, small lizards, mice

The fennec fox lives in the desert. It's smaller than other foxes. Its ears are big, really big! The fennec fox needs big ears to hear insects and small animals. During the day, it's hot in the desert. The fox loses heat from its ears. At night it's cold. The fox's thick fur keeps it warm.



Animal fact file

Steppe Eagle

How long does it live?	around 30 - 40 years
How heavy is it?	around 3 kilograms
How long is it?	from wing to wing around 170 centimeters

Look at the eagle flying.
It's beautiful, isn't it?
The steppe eagle travels from Europe to Africa in winter. It lives in very big, **open areas**.
It eats other birds, small **mammals** and rabbits.
When it opens its wings, it's longer than you!
The **female** is bigger and heavier than the **male**.



3 Read the fact files. Say one fact about each animal

A fennec fox is 30 centimeters long.

4 Read the fact files again. Choose the best answer

1 Why does the fennec fox have big ears?

a So it can see small animals and insects.

b So it can hear small animals and insects.

2 Why do you think the steppe eagle travels from Europe to Africa in winter?

a Because Africa is bigger than Europe.

b Because Africa is warmer than Europe.

5 What did you learn? Work with a partner. Ask and answer







Which animals scare you? Can you say why?

6 Think and write

1



Look at the snake. What is it doing? How does it feel? Why?

The snake is lifting its head up. It probably feels scared . It saw someone or something.

2



Look at the eagle flying. What can it see? How does it feel?

UNIT 2

LESSON 3



1 **What do you know about camels? Discuss with your partner**

2 **Read about camels and check your answers. What is surprising about camels?**

Camels are **amazing**! They're **beautiful**, strong animals. They help us to carry things and people to cross the desert. Their milk is **delicious**. We can use their fur to make clothes!

Camels are **perfect** for the desert. Here's why:



Camels have **large**, **flat feet** so they can walk on the sand.



Camels can live without water for a long time.



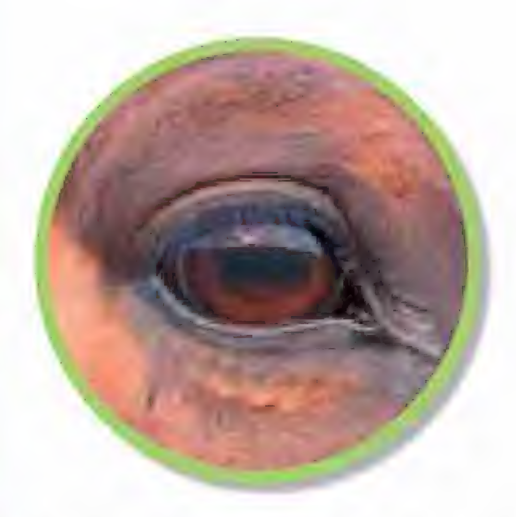
Camels have special ways to close their noses and eyes to stop the sand from coming in.

But be careful! Camels are very **noisy** and they can get angry.

3 Look at the fact file and read the differences between horses and camels

	Horse	Camel
How tall is it?	1.4 – 1.8 m	1.8 – 2.0 m
How heavy is it?	380 - 550 kg	400 - 650 kg
How fast is it?	88 kph	65 kph
How long does it live?	25 - 30 years	40 years

Horses have large, beautiful eyes.



Horses have strong teeth. They like to eat grass and drink fresh water.



4 Read and answer *T* (True) or *F* (False)

1 Horses are slower than camels. F
2 Camels are taller than horses. ☐
3 Horses are heavier than camels. ☐
4 Camels live longer than horses. ☐
5 Horses are more perfect for the desert. ☐

5  **Listen and complete the table**

tall	taller
________	heavier
fast	________
________	bigger
beautiful	more ________
delicious	________ delicious
________	shorter

LANGUAGE FOCUS





A mouse is **smaller** than an elephant.

To make a comparative adjective, we add -*er* to the adjective.
strong - strong**er**
old - old**er**

Some adjectives have special rules:

Adjectives with 1 vowel and 1 consonant at the end:
thin - thin**ner**
Dogs are **thinner** than elephants.

Adjectives that end in -*y*:
noisy - nois**ier**
Parrots are **noisier** than spiders.

Adjectives that end in -*e*:
nice - nice**r**
I think cats are **nicer** than dogs.

6 Write sentences to compare these animals

1 (snake / fox / dangerous)

A snake is more dangerous than a fox.

2 (pelican's beak / eagle's beak / long)

____

3 (elephant / hippo / big)

____

4 (horse / giraffe / tall)

____

5 (crocodile / fish / dangerous)

____

6 (camel / fennec fox / small)

____

7 (ice cream / butter/ delicious)

____



Think!

What do you think? Are camels more beautiful than horses?



Find out

What's in a camel's hump?

Tip!

To make comparatives, long adjectives stay as they are, but we add *more*.

*Crocodiles are **more** dangerous than fish.*



UNIT 2

LESSON 4





1 **Look at the pictures and say**

Describe the bear.

Describe the pelican.

Why does the bear look angry?



2 **Read and listen. Where is the fish at the end of the story?**

The Pelican and the Bear

A pelican and a bear are in the river. They are very hungry. They are both looking at a big, juicy fish.

The bear reaches for the fish. It lifts its **paw**.

The pelican opens its beak. It is ready to take the fish out of the water.

The bear sees the pelican. The pelican sees the bear.

'Excuse me,' the pelican says, 'that's my fish.'



The bear is surprised and angry. 'Pelican, look at my **claws**. Now look at my teeth. That's my fish.'

The pelican looks scared. 'I'm sorry, Bear,' it whispers.

The bear is stronger than the pelican. The bear is happy because it has a big fish for dinner.



Then the bear looks down. Oh no! It can't see the fish. It can't see the pelican.

'Pelican, where are you?' Bear shouts.

There is no pelican. But he can hear the happy pelican flying away with the fish in its mouth..

3 Work with a partner. Ask and answer

1. Which animal reaches for the fish first?
2. Which animal is angry?
3. Is the pelican really scared?
4. How does the bear feel at the end of the story?

4 Do you like the story? Explain your answer

fun interesting OK boring I don't understand

5 Think and write

1. Which animal is stronger, the bear or the pelican? Why?

____

____

2. Which animal is more intelligent, the bear or the pelican? Why? _______________

____

Think!

Work with a partner. Read and choose.

a It's the bear's fish. b It's the pelican's fish.

Complete the sentences.

I think the pelican / bear is right because

____

_______________.

I think the pelican / bear is wrong because

____

_______________.



UNIT 2

PRONUNCIATION

6 **Match**

bird | peas | bear | pin











pelican | pear | beak | bee

7  **Write the words in the correct column. Listen and check**

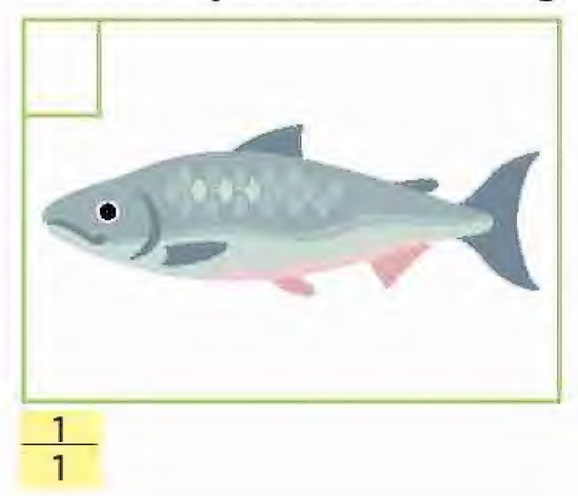
/p/	/b/
pelican	

CLIL: MATH

8 Look and read

numerator → $\frac{1}{5}$ ← denominator

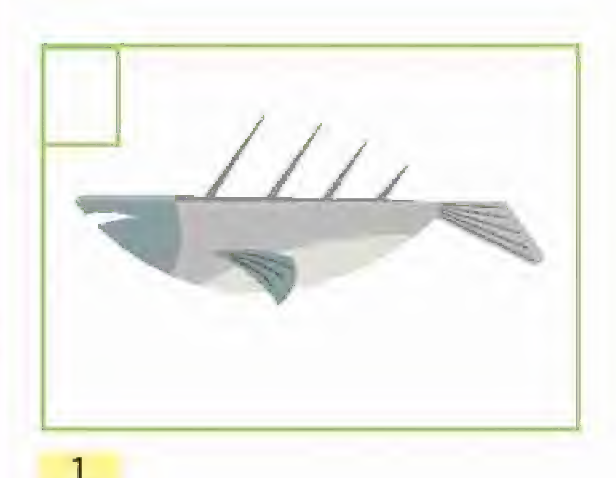
9 Look and put in descending order



$\frac{1}{1}$



$\frac{3}{4}$



$\frac{1}{2}$



$\frac{1}{4}$



Did you know?

We use fractions in everyday life. For example, here's a simple milkshake recipe: $\frac{1}{2}$ a glass of milk, $\frac{1}{4}$ cup of banana, $\frac{1}{4}$ cup of vanilla ice cream.

UNIT 2

LESSON 5

Animal fact file

Rhim gazelle

Rhim gazelles look very beautiful. They live in the Sahara Desert, and they walk around looking for grass, leaves and plants to eat. They have big ears and long **horns**. They have yellow-white coats which protect them from the sun. They have **hooves** on their feet. These hooves help them walk on the sand. Like camels, they don't need to drink a lot of water.

How long is a rhim gazelle's horn?	20 - 30 cm
How heavy is a rhim gazelle?	20 - 30 kg
How long does it live?	about 14 years
What color is its coat?	cream or yellow-white

1 Read the text quickly and answer *T* (True) or *F* (False)

1 Rhim gazelles live near the sea. F
2 Rhim gazelles eat plants and leaves.
3 Rhim gazelles have short horns.
4 Rhim gazelles have dark-colored coats.
5 Rhim gazelles live for about 14 years.

2 Think about an animal you like. Look at the chart and find out

1 Write down everything you know about the animal.
2 Think what information you need.
- What do they eat?
- Where do they live?
- How big are they?
- Why are they special?

3 Do some research and write what you learned

K What I Know	W What I Want to Know	L What I Learned
Dolphins are not dangerous. They are mammals not fish.		

4 Use the information from the chart and write about your animal

Make sure to include interesting facts about the animal. Look at the fact file on page 26 for ideas.

Animal fact file

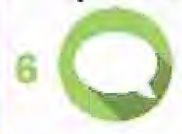
5 Finish and check

Find or draw a picture for your fact file.

Did you answer all the questions in Exercise 2?



This is my fact file. What do you think?



6 Work with a partner. Show your fact file. Ask for their opinion

UNIT 2

LESSON 6

A poster about an unpopular animal

1 **Work in groups. Think and research**

Find an animal that is not popular.

- Where does it live?
- What does it eat?
- Why isn't it popular?
- Why is it special?

2 **Read and do**

1 Draw or find some pictures you can use.

2 Make your poster.

Naked Mole Rat

The naked mole rat lives in eastern Africa. It has big teeth and no hair.

It can't control its body **temperature** because it has no hair.





But there are two things that make the mole rat special:

1 It doesn't get ill.

2 It lives for a very long time (31 years).

Scientists want to learn all about mole rats. They're not cute animals, but they are amazing!

3 **Present**

Have a class exhibition. Tell your friends one thing you like about their poster and one suggestion.





SELF-ASSESSMENT

4 Do you remember the names for these animals and parts of the body? Look and write

1 ______ 2 ______ 3 ______ 4 ______ 5 ______

6 ______ 7 ______ 8 ______ 9 ______ 10 ______

5 Make comparisons. Use the adjectives to help you

1 cat / mouse (heavy) *The cat is heavier than the mouse.*
2 giraffe / lion (dangerous) ______
3 $\frac{1}{2}$ / $\frac{1}{4}$ (big) ______
4 cell phone / laptop (small) ______
5 bike / car (fast) ______

6 Do you remember? Read and write

1 What do pelicans eat? ______
2 Why is a camel's foot special? ______
3 Why do rhim gazelles have light-colored coats?
______

7  **Think about Unit 2**

Write two things you enjoyed.
______
______

Write two things you learned.
______
______


UNIT
3
Why are
plants green?



UNIT 3

In this unit I will ...

- listen, read, research, and write about plants and how they help us.
- practice making sentences with the superlative.
- read, listen to, and understand a short story.
- learn about and say words with the consonant blends /sl/ and /sw/.
- write the life stages of a sunflower.
- research and write a report.

Look, discuss, and share

Where is the girl?

What is she doing? Why?

Why do we grow plants?



Did you know?

Did you know that we eat this cacao seed? Chocolate comes from this plant.

Find out

What other seeds can we eat?

Share your answers with your partner.





LESSON 1
PLANTS AND SEEDS



1 Listen and read

Dad: Come and look!

Seleem: What is it, Dad?

Dad: Our tomato plants are growing on the balcony! Look, can you see the **leaves** and the **flowers**?

Seleem: Oh yes, but why are the tomatoes green?

Dad: Tomatoes are green before they are red.

Seleem: How do we grow new tomatoes?

Dad: Tomatoes have **seeds** inside.
We can take the seeds and grow new tomatoes!
We plant a seed and the plant grows. That is called **germination**. We **water** the plant every day and the **roots** grow under the soil. The plant grows flowers and the flowers become tomato fruits.

Seleem: That's awesome! And I **found** a red tomato! Let's have it for lunch!

2 Listen again and answer the questions

1. Where are Dad and Seleem? ____________
2. What are they talking about? ____________
3. What do they want to do next? ____________



3 Listen and say. Then match


a


c


e

1 shoot
2 soil
3 root
4 leaf
5 seeds
6 flower


b


d

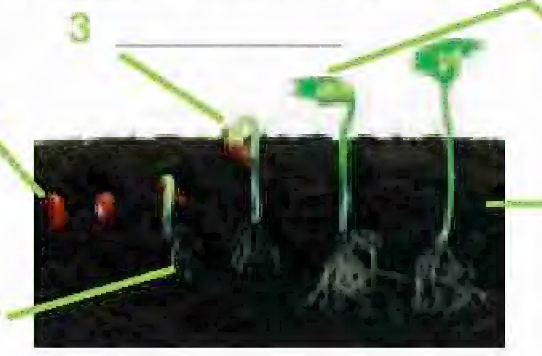

f

4 Look and complete

leaf roots ~~seed~~ shoot soil

The germination process

1 *seed* ________
2 ________
3 ________
4 ________
5 ________



5 Listen and check

6 Work in pairs. Answer the question

Why do you think a plant dies?

UNIT 3

LESSON 2
PLANTS IN EGYPT

1 Read about plant habitats and label the photos

1 

____

2 

____

3 

____

Agricultural habitat
Farmers work here. They grow food for us to eat.

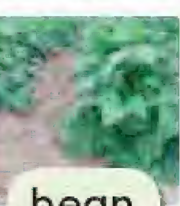
Rivers and lakes
Plants near rivers and lakes need a lot of water.

Desert habitat
There is not much rain here. Plants that live in the desert do not need a lot of water.

2 Where do these plants live? Complete the table


lotus flower


tamarisk


bean plant


reed


acacia


orange tree

River or lake	Agricultural	Desert
1 lotus flower	3	5
2	4	6

3 Work with a partner. Discuss these questions

1 Where do you live?

2 Is where you live a desert or agricultural habitat? Is there a river or lake?

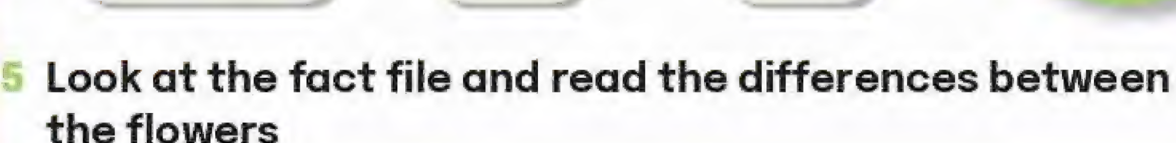
3 Which plants grow where you live?

4 Look and say

- Compare the daisy and the rose
- Compare the rose and the sunflower

tall beautiful colorful





5 Look at the fact file and read the differences between the flowers

	daisy	rose	sunflower
How big is the flower?	2.5 - 5 cm	about 6 cm	7.5 - 15 cm
How tall is it?	10 cm	60 cm	1 - 3.5 m
How long does it live?	around 6 days	around 10 days	around 2 weeks
How heavy is it?	around 20 g	around 50 g	around 200 g

6 Read and answer *T* (True) or *F* (False)

1. The rose is smaller than the daisy. ☐
2. The sunflower is taller than the daisy. ☐
3. The sunflower is the biggest flower. ☐
4. The rose lives the longest. ☐
5. The daisy is the heaviest. ☐

UNIT 3

LANGUAGE FOCUS



A daisy is **taller** than a lotus flower. A reed is **taller** than a daisy. A reed is **the tallest** plant.

To make a superlative adjective we add -*est* to the adjective.

tall - taller - the tallest

Some adjectives have special rules:

Adjectives with 1 vowel and 1 consonant at the end

big - big**ger** - the big**gest**

My cat is **the biggest** on our street.

Adjectives that end in -*e*

nice - nice**r** - the nice**st**

My city is **the nicest** place to live.

Long adjectives

beautiful - more beautiful - the most beautiful

I think a rose is **the most beautiful** flower.

Adjectives that end in -*y*

heavy - heav**ier** - the heav**iest**

I have **the heaviest** suitcase.

7 Complete the table

1 ______	taller	the tallest
big	2 ______	3 ______
heavy	4 ______	the heaviest
5 ______	6 ______	the most beautiful

8 Write sentences to compare these plants and animals

1 (cat / snake / fox / scary)

A fox is scarier than a cat. A snake is scarier than a fox. A snake is the scariest animal.

2 (maize / bean / eggplant / delicious)

3 (grape / orange / lemon / big)

4 (bee / beetle / butterfly / beautiful)

9 What's the most beautiful flower? Ask and answer

Find out

Why do farmers grow sunflowers? What do sunflowers produce?



UNIT 3

LESSON 3
CLIL: SCIENCE

1 Read and number

1 [d] A plant produces **pollen** in a flower. It uses pollen to make new seeds. The seeds travel away from the plant. The seeds need a new place to grow.

2 [ ] Some seeds can move in the wind. These seeds are very light.

3 [ ] Some seeds can **stick** to an animal's fur. The animals move and take the seeds with them.

4 [ ] Other seeds can **float** on water to find a new place to grow. These seeds are usually big and light.

a


b


c


d


2 Work in pairs. Discuss these questions

How do seeds move to new places?

Why do seeds move to new places?



3 Look and circle. Listen and check

- Circle in blue: seeds which travel by air
- Circle in red: seeds which travel on animals
- Circle in green: seeds which travel by water



4 Look and read. Is a plant cell big or small?

A plant is made of millions of cells. The plant cells are very, very small. **Chloroplasts** make the plant green. You can only see them with a **microscope**. The green plant cells make food for the plant. They use sunlight, **carbon dioxide** and water.


plant cell

5 Read the text again. Choose *a* or *b*

1 What makes the plant green?
   a chloroplasts
   b sunlight
2 When does the plant make its food?
   a during the day
   b at night
3 What does the plant use to make its food?
   a carbon dioxide and oxygen.
   b carbon dioxide, sunlight and water.

UNIT 3

6 Look, ask, and answer

1 Look at the photo, what can you see?

2 Why do people grow plants near their homes?

3 Do you have plants in your home? Why?

7  **Read and listen to the text. How do plants make the air clean?**

How plants clean air

People need oxygen so we can breathe. In big cities, the air is **polluted** because of factories and cars. There is a lot of carbon dioxide in the air.

Green plants take carbon dioxide from the air. The plant cells need carbon dioxide to make food for the plant. The plants also produce oxygen. Plants in our houses and parks give us oxygen to breathe.

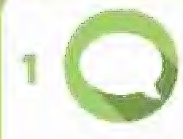
In some cities, like Paris and Milan, people are growing plants on apartment buildings. These plants keep the buildings cool and help with air pollution. The people who live in the buildings can breathe cleaner air.

8 **Read the text again. Match the words with the definitions**

1 polluted	a a gas in the air that people need to breathe
2 oxygen	b a gas in the air that green plants use to make their food
3 carbon dioxide	c dirty from factories and cars



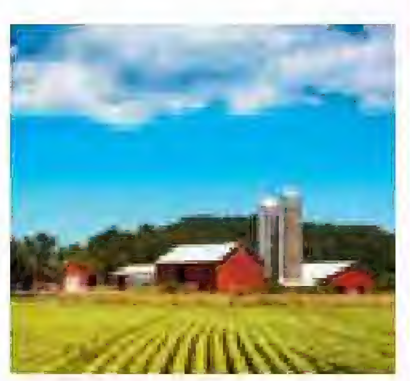
LESSON 4



1 Look at the photos. What can you see? What do you think the story is about?









2 Read and listen. Who is Lucas?

Lucas and his farm

Lucas lives on a farm in the United States. It is a very special farm. Forty years ago, the land was very **dry**. There was no farm. No one wanted to live there.

Lucas's grandparents lived in the city, but they didn't like it. They didn't like the polluted air and the noise. They wanted to have a farm. They decided to buy some land.

At first, life was very difficult. They worked very hard and they planted **millions** of seeds. They used rainwater to water the seeds. They needed about **a billion** liters of water a year.

They grew many fruits like oranges and lemons. They brought animals to the land. They planted trees and flowers.

Today, Lucas lives on the farm with his mom and dad. They are very happy and they have a good life. They are very proud of Lucas's grandparents. They used plants to make the land green.



3 Work with a partner. Answer the questions

1 Why did Lucas's grandparents plant seeds?

____

2 How did Lucas's grandparents change the land?

____

3 Why do you think Lucas likes the farm?

____

4 Do you like the story? Explain your answer



5 Work with a partner. Why is it important to turn desert land into farmland?

Think!

Work with a partner. What do you think was the most difficult thing for Lucas's grandparents to do? Why?

Complete the sentence:

Farms are good for the land because ______________________________

____

____



UNIT 3

CLIL: MATH

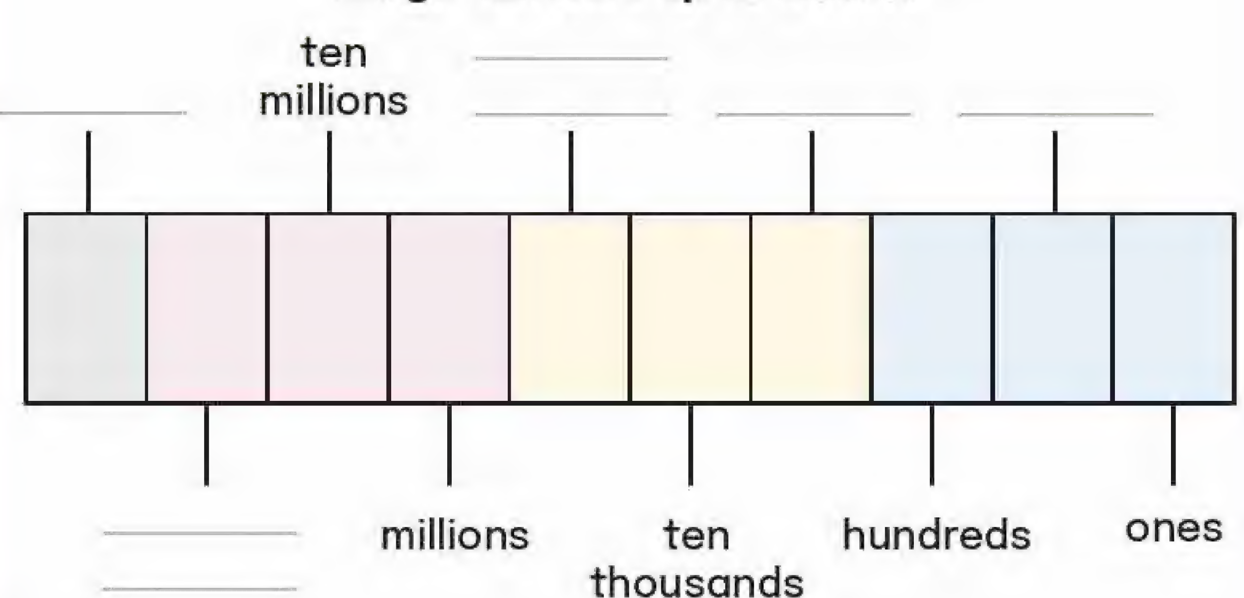


A billion is a thousand million: 1,000,000,000.

6 Look and label the diagram with the correct numbers

billions   hundred millions   hundred thousands   tens   thousands

Large numbers up to billions



7 Read and match

1 1,000,000,000
2 100,000,000
3 1,000
4 100,000
5 10,000

a a thousand
b ten thousand
c a billion
d a hundred million
e a hundred thousand

PRONUNCIATION

8 Match. Listen and check

swim | slice | swan | slippers

1 
2 
3 
4 
5 
6 
7 
8 

sweets | sweep | sleep | switch

9  **Listen, check, and say**

10 We use the suffix -*ful* at the end of many adjectives. It means *full of*. Find the words in the box. Check the meaning of the words in a dictionary

~~beautiful~~
careful
colorful
helpful
useful

s	l	i	h	e	p	y	u	c	m
c	a	r	e	f	u	l	i	o	w
e	s	t	l	r	g	b	w	l	h
d	w	s	p	a	n	r	t	o	t
u	s	e	f	u	l	d	u	r	d
e	h	i	u	s	w	i	t	f	h
u	p	m	l	n	g	e	o	u	b
b	e	a	u	t	i	f	u	l	e

UNIT 3

LESSON 5

1 Look and order the life stages of a sunflower. Listen and check

a


b


c


d


e

1

f

2 Complete the sentences about the life stages of a sunflower with the words in the box

After After that Finally ~~First~~ Next

1 ___First___, you plant the sunflower seed in soil. You put it in sunlight and water it.

2 ___________, the seed germinates and it starts to grow roots under the soil.

3 ___________, the shoot grows above the soil. It grows leaves. It gets taller.

4 ___________ about 4 months, the sunflower opens and faces the sun.

5 ___________, the sunflower dies and drops its seeds. The process begins again.

3  **Listen and check**

4  **Listen and complete the life stages of a tomato**



1 First, you ____

____.

2 ____________, the seed germinates, and it starts to grow roots under the soil.

3 After that, the shoot ____

____.

It grows taller.

4 Finally, the ____

____.

5 ____________ a few weeks, the tomato plant ____________________

____.

The process begins again.

5  **Choose a plant. Write about the life stages of the plant**

____

____

____

____

____

UNIT 3

LESSON 6



A REPORT ABOUT A PLANT

1 Work in groups. Think and research

Find an Egyptian plant.

- Why is it an important plant?
- What does the plant need?
- Where does it live?

2 Read and do

1. Draw or find some pictures you can use.
2. Make your report with your group.





Papyrus is a very special plant. It is famous because Ancient Egyptians used papyrus to make paper. They also made sandals and baskets from papyrus.

Papyrus needs a lot of water and warm weather to grow quickly. It grows in the Nile Delta near the river.



3 Present

Have a class exhibition. Tell your friends one thing you like about their report and one suggestion.

SELF-ASSESSMENT

4 **Do you remember the names for these parts of a plant? Look and write**



1 ______ 2 ______ 3 ______ 4 ______ 5 ______ 6 ______

5 **Look and make superlative sentences**

1 tall / land animal / giraffe *The tallest land animal is the giraffe.*

2 heavy / land animal / elephant

______

3 small / part of a plant / plant cell

______



rafflesia arnoldii

4 old / tree / Californian Redwood

______

5 big / flower / rafflesia arnoldii

______



oleander

6 dangerous / plant / oleander

______

6 **Do you remember? Read and write**

1 Why do plants need sunlight and water? ______

2 Why are plants useful? ______

7 **Think about Unit 3**

Write two things you enjoyed.

______

______

Write two things you learned.

______

______

REVIEW 1

LESSON 1



1 Listen and point

Start



Finish



2 Look and write

3 Play and say





4 Read and color the digestive system

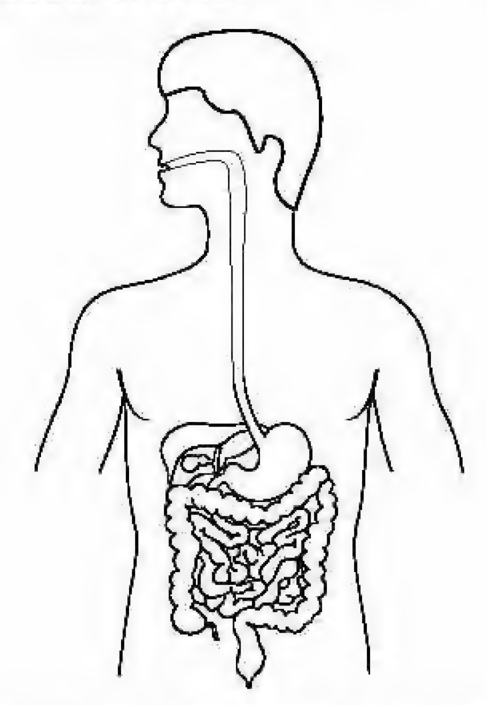
Color the mouth red.

Color the esophagus orange.

Color the small intestine blue.

Color the large intestine green.

Color the stomach pink.



5 Complete the sentences with the words in the box

waste   gastric juice   small intestine   esophagus

1 The __________ goes from the mouth to the stomach.

2 The __________ digests food.

3 From the stomach, food goes to the __________.

4 The large intestine removes __________.

6 Point and say



It's the mouth – it's the beginning of the digestive system.



LESSON 2

1 **Look and complete with the words in the box**

close desert drink flat fur important milk sand strong

I love camels. They are very 1 __________ animals in Egypt. They are 2 __________ and they can carry people and things across the 3 __________.

They are tall animals, with thin legs. Their 4 __________ is delicious and we can use their 5 __________ to make clothes.

Camels are good animals for the desert because they don't 6 __________ a lot of water. Their feet are 7 __________ so they can walk on sand in the desert. They can 8 __________ their noses and eyes to stop the 9 __________ from coming in.

2 **Listen and check**

3 **Think of another desert animal. Draw and write**

I love __________. They are __________________.

They __________________________.

__________________. They __________________

__________________________________.

__________________________________.

They are good animals for the desert because they __________

__________________________________.



4 Listen and write the words you hear. Then match

1 n*ose*________

2 c__________

3 m__________

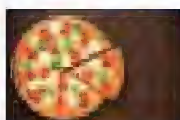
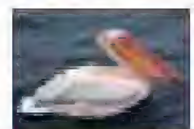
4 s__________

5 s__________

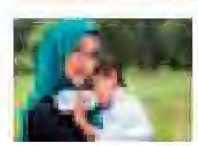
6 s__________

7 p__________

8 b__________



5 Complete the sentences with verbs with 're'

paint   make   clean   do



1 Today I need to *redo*________ my little brother's band-aid.



2 The kitchen was clean this morning, but now I need to __________ it.



3 I need to __________ my garden table.



4 I burnt the pancakes – I have to __________ them.

PRESENTATION

1 Work in groups. Choose an important Egyptian plant

Find out about it:

- Where can you find it?
- What does it need to live?
- What does Egypt make from it?
- Why is it important for Egypt?

Egyptian cotton

Egyptian cotton towels

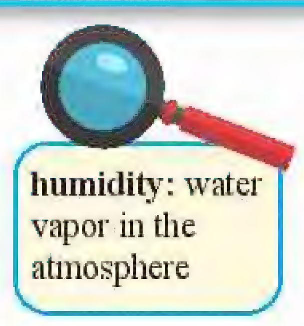
Egypt's cotton

Egypt is very famous for its cotton. It is probably the best cotton in the world. This is because the Egyptians grow it along the Nile, and the Nile soil is very rich in nutrients. The Egyptian **climate** is **humid**, that is wet. The sun shines almost every day. All these **conditions** are excellent for very good cotton.

Egyptian cotton is special because its fibers are longer than other cottons. Egyptians make fantastic **bedsheets** and **towels** from the cotton, as well as other things. The cotton goes to countries all over the world, because many people love Egyptian cotton.

2 Read and do

1. Draw or find some pictures you can use.
2. Make your report with your group.



3 Present

Have a class exhibition. Tell your friends one thing you like about their report and one suggestion.



SELF-ASSESSMENT

Now I can...



1 say food

2 say desert animals

3 say parts of a plant

4 say these sounds

long vowels	home, snake
short vowels	pan, mom
p	pea, pin
b	bear, bird
sl	slice, sleep
sw	swan, sweet

NON-FICTION READER
Where does chocolate come from?

1 Work with a partner. Ask and answer

Do you like chocolate?

When do you eat it?

2 Read and listen to the text about chocolate

Where does chocolate come from?

People in Mexico were the first to make chocolate about 1,000 years ago. Spanish people brought chocolate to Europe in the 1500s. Now people make chocolate all around the world.

Do you know where chocolate comes from? It comes from the **cacao tree**. Today, most cocoa comes from trees which grow in Africa.

Farmers plant cacao seeds in the soil. The seeds need water and sunshine. The plants grow taller. The fruits of the cacao tree are called **pods**.



When the pods are ready, the farmers open them and **dry** them in the sun. The farmers **roast** the cacao beans in an oven. They take out the seeds.

The cocoa seeds go to a **factory**. In the factory, the workers add sugar and milk. Then they press it down to make a **bar** of chocolate. Then it's yummy to eat!

3 Read again and choose the correct answer, *a* or *b*

1 Who first made chocolate?

a Mexican people   b African people

2 Who brought chocolate to Europe?

a African people   b Spanish people

3 Most chocolate today comes from ...

a Mexico.   b Africa.

4 To make chocolate, workers mix ...

a cocoa seeds, milk, and sugar.   b beans, fruit, and sugar.

4 Read and order

a [1] The farmer plants the cacao seed.

b [ ] Then the farmer roasts the cacao seeds in an oven.

c [ ] After that, the cocoa seeds go to the factory.

d [ ] The farmer picks the cacao beans and puts them in the sun.

e [ ] The seed grows into a seedling and then a tree.

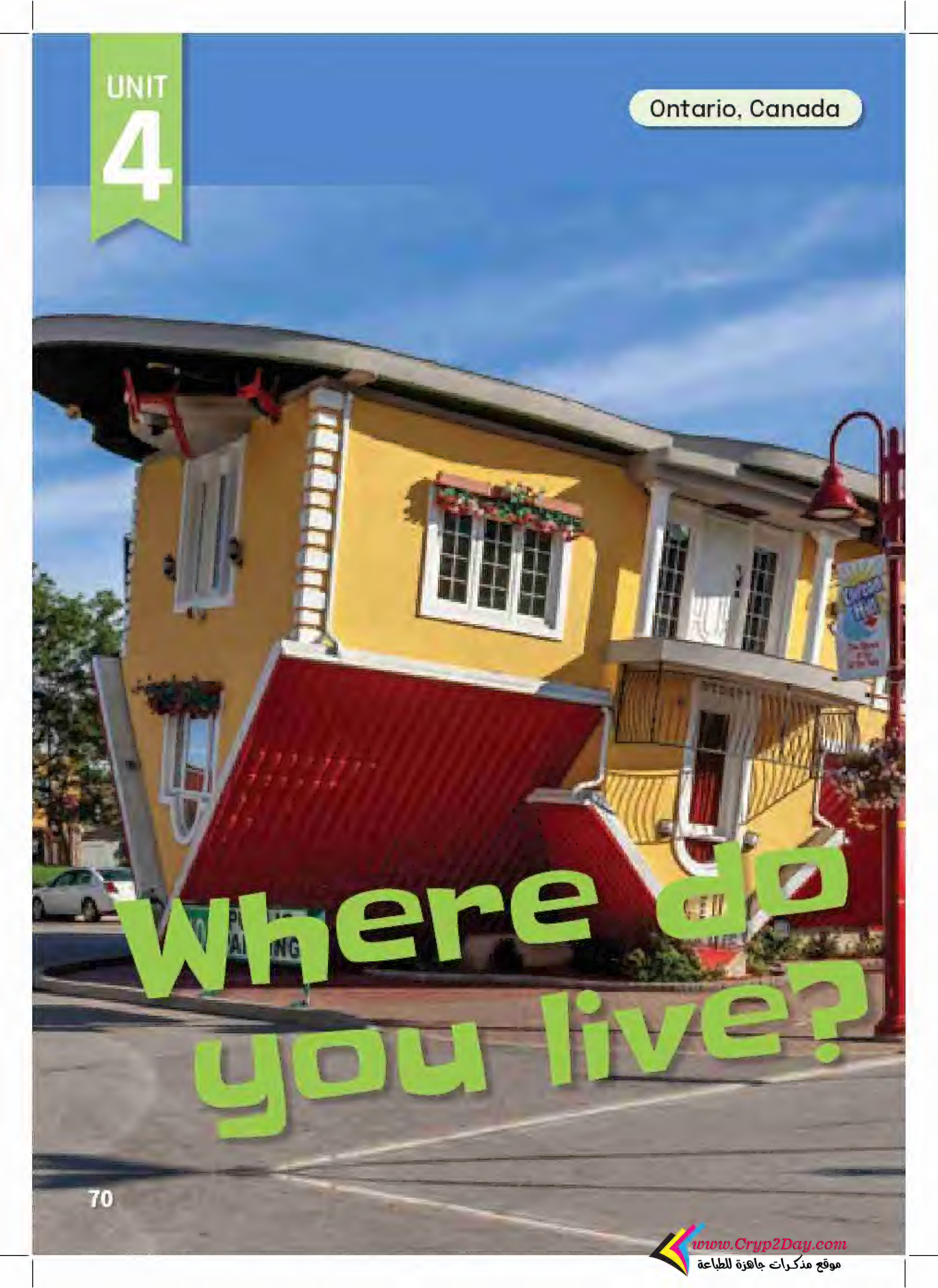
f [ ] The factory workers add sugar and milk, and the chocolate is ready!

g [ ] The tree grows cacao beans.

h [ ] The seed germinates.

What do the seeds need?

They need water and sunshine.



UNIT
4
Ontario, Canada
Where do you live?



UNIT 4

In this unit I will ...

- listen, read, research, and write about different houses and places in a town.
- practice making sentences with prepositions.
- read and listen to a short story.
- learn about and say words with /f/ and /v/.
- write a fact file.
- research and make a poster.

Look, discuss, and share

Why is this house **unusual**?

Do you think it is in the city or the country? Why?

Would you like to live in an unusual house? Why?

Did you know?

Canada has some very unusual houses. Some houses look like a cube. Other houses are made of ice.

Find out

Where are unusual houses in Egypt?

Share your answers with your partner.



UNIT 4

LESSON 1
AT HOME



1 Listen and read

Mom: Look at our lovely new apartment!

Talia: It's fantastic!

Mom: Which is your favorite room?

Talia: For me it's my bedroom. I can relax and do my homework quietly.

Mom: My favorite is the living room with the balcony. I can see the whole street! Talia, can you help me organize the kitchen?

Talia: That sounds good, let's do it!

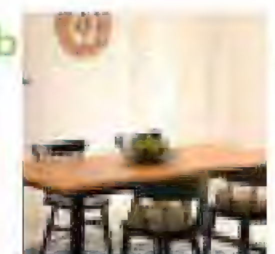


2 Listen again and answer the questions

1. Where are Mom and Talia? ____________________
2. What are they talking about? ____________________
3. What is Mom's favorite room? Why? ____________________

3 Look and match

1. kitchen [c]
2. bedroom [ ]
3. bathroom [ ]
4. living room [ ]
5. dining room [ ]
6. balcony [ ]

a 
b 
c 
d 
e 
f 



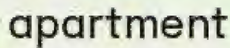
4 Listen and say the correct room

5 Look and read. Then read and complete

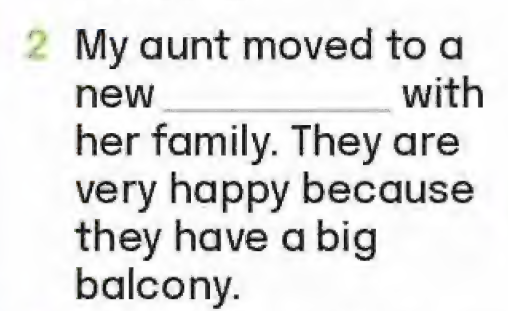










1. My grandparents live in a *cave*________. The rooms of their house are in the rock. Inside it's never too hot or too cold.
2. My aunt moved to a new __________ with her family. They are very happy because they have a big balcony.
3. My friend and her family live on a __________. It's small, but she loves living on water.
4. In the desert, some people live in a __________. This home is made of cloth.
5. I love living in a __________ because it is big. My grandparents live with us. I can play outside with my brother and sister.



6 Listen and check



7 Work with a partner. Describe your home



I live in an apartment. My favorite room is the living room. I play games with my brother in the living room. Where do you live?

I live in a house. There is a living room and three bedrooms.





LESSON 2
WHERE IS IT?

1 Read and listen. Answer the question

My name's Zain. I live in a village **next to** the Nile. I live in a house with my family.

Our house is not the biggest in the village. It is **between** a yellow house and a brown house. There are tall trees behind the house.



Which house does Zain live in? __________



2 Look, listen, and say

1



on

2



in

3



under

4



above

5



next to

6



between

7



behind

8



in front of

3 Look and complete the sentences

1



The tent is next to __________ the car.

2



There's a plant __________ the couch.

3



The pink house is __________ the red house and the yellow house.

4



There are 4 chairs and a table __________ the balcony.

5



The trees are __________ the apartments.

LANGUAGE FOCUS

We use prepositions of place to say where something is:

The kitchen is *next to* the living room.

The cave is *in* the rock.

My house is *between* the tall house and the tree.



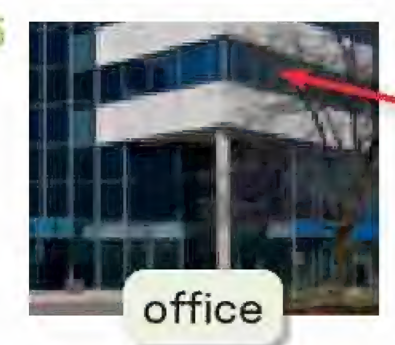
4 Look, listen, and say

1 

2 

3 

4 

5 

6 

5 Read and match

1 where we buy food
2 where we send letters
3 where I learn
4 where I buy clothes and shoes
5 where my mom and dad work
6 where we go when we are sick

a office
b supermarket
c shopping mall
d school
e hospital
f post office

6 Look and connect

① 

② 

Hospital	School	Green street	Post office	Office

Supermarket	Shopping mall	Museum

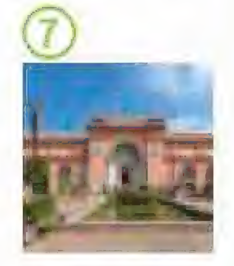
Park

③ 

④ 

⑤ 

⑥ 

⑦ 

7 Where is it? Look at the map and make sentences



1 hospital / school

The hospital is next to the school.

2 shopping mall / supermarket / museum

____

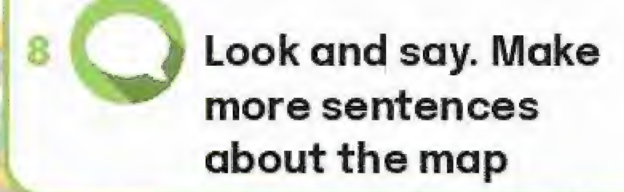
3 Green Street / school / post office

____

4 the park / the shopping mall

____

8 Look and say. Make more sentences about the map



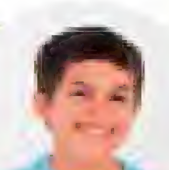


The shopping mall is next to the supermarket.

UNIT 4

LESSON 3
MY TOWN

1 Read the text. Write the building names 1 - 4 on the map

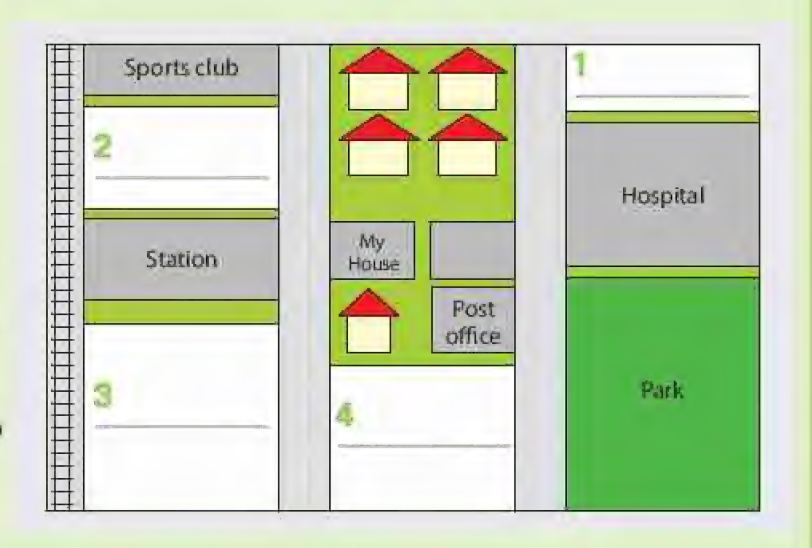


I love my town. It is small, but it has stores, offices, a school and many other places. It is a good place to live.

I walk to school every morning. My school is next to the hospital. Next to the hospital, there's a park. I often play football in the park with my friends.

Near my house, there is a supermarket. It is between the station and the sports club.

The shopping mall is on the other side of the station, so the station is between the supermarket and the shopping mall. My dad's office is in front of the park. It's next to the post office.



2 Read again and answer *T* (True) or *F* (False)

1. Nader's town is very big. ☐
2. He goes to school by car. ☐
3. There are three houses in front of the shopping mall. ☐
4. His town doesn't have a park. ☐
5. His dad's office is next to the hospital. ☐
6. The station is between the shopping mall and the supermarket. ☐



3  **What buildings are in your city or village? Discuss and write**

- ____________
- ____________
- ____________
- ____________
- ____________
- ____________

4 **Draw a simple map of your city or village**

5  **Look, read, and answer**

1. Where is your school? ____________
2. Is there a post office? Where is it? ____________
3. Is there a station? Where is it? ____________
4. What else is there? Where is it? ____________



GIVING DIRECTIONS

6 **Read and listen to the directions**

1 Go straight ahead.

2 Turn left.

3 Turn right.

4 Take the second right.

5 It's on the corner.

7 **Read and put the directions in the correct order**

- [ ] Take the second left.
- [ ] Thank you!
- [1] Excuse me, where's the post office?
- [ ] Turn right.
- [ ] Go straight ahead.
- [ ] It's on the corner.

Post office

8 **Listen and check**

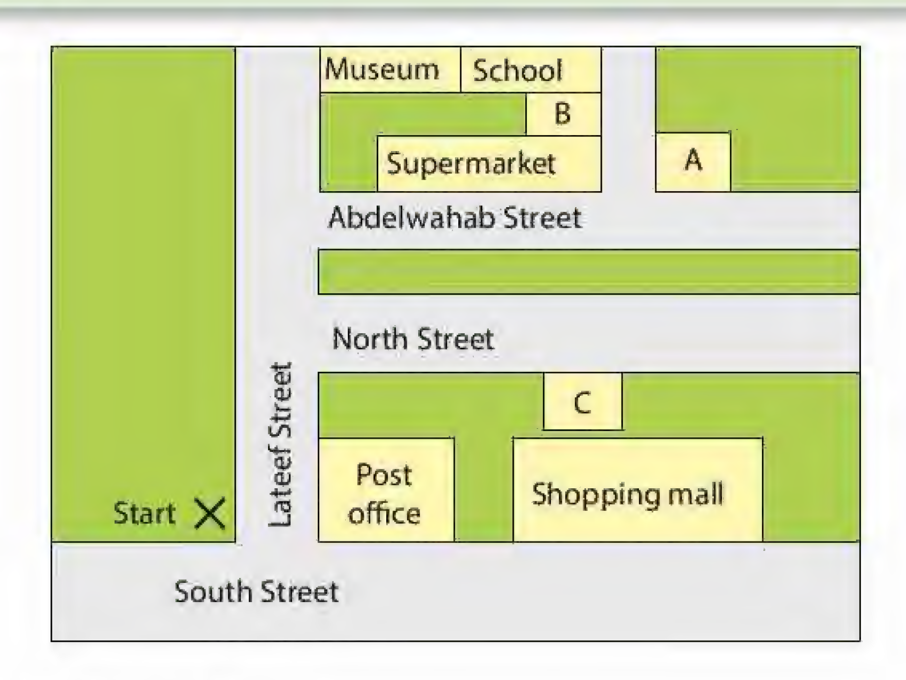
9 **Dina is going to visit her friend Fareeda. Read and follow the directions. Does Fareeda live in house A, B, or C?**

Hi Dina!

I'm so happy you are coming to my house today. Here are some directions. From the corner of South Street with Lateef Street, go straight ahead. Take the second right to Abdelwahab Street. Go straight ahead. Turn left at the supermarket. My house is between the supermarket and the school.

See you soon!

Fareeda xx



Fareeda lives in house ___________.

10  **Work with a partner. Look at the map and give directions. Which place is it?**



From the corner of South Street and Lateef Street, go straight ahead. Turn right on Abdelwahab Street. It's on the left.

It's ...



UNIT 4

LESSON 4

1 Read Mariam's article about Hurghada and complete the table

City	Hurghada
Where is it?	
How many people live there?	
Interesting things in Hurghada	

Hurghada—My town


Mariam

Hi, I'm Mariam. I live in a city called Hurghada. It's in the east of Egypt on the Red Sea. It's a big city and about 190,000 people live here.

In Hurghada, there's a **beach** and there are lots of interesting things to do. There is the **Sahara Desert** where lots of tourists go on safaris. We have **Sahl Hasheesh** in the south of Hurghada. It has some beautiful houses and interesting **bazaars**.



Hurghada on the map


Hurghada beach


Sahl Hasheesh, Egypt


Sahara Desert

2 Read the text again and complete the questions

1 __________ lives in Hurghada? Mariam.

2 __________ is Hurghada? It's on the Red Sea.

3 __________ Mariam like living in Hurghada? Yes, she does.

4 __________'s in Sahl Hasheesh? Some beautiful houses.

3 How does Mariam make her text interesting? Check the items she uses

- a photo of her ☐
- drawings ☐
- photos ☐
- a map ☐
- a diagram ☐
- interesting facts ☐

4 Read and discuss

1 How many paragraphs does Mariam write?

2 Why does Mariam use **bold** text?

5 Do you want to go to Hurghada? Why?



WRITING

1 Read Alex's article about Brighton and complete the table

Town	Brighton
Where is it?	
How many people live there?	
Interesting things in Brighton	

Brighton – my town

Hi, I'm Alex. I live in a city called Brighton. It is in the south of England. It's a small city and about 200,000 people live here.

In Brighton, there is a beach and there are lots of cool **stores** and **restaurants**. Lots of tourists come to my town to go to the beach. We also have **Brighton Pier**.

There are many games and rides for children here.
We also have a very unusual house in Brighton – the **Upside Down House!** It's great fun!

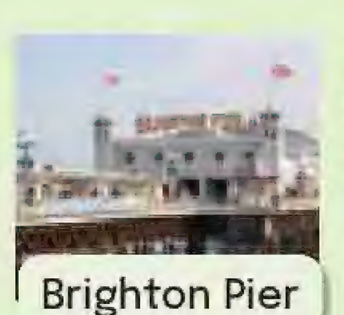


Brighton on the map



Alex

Brighton Beach



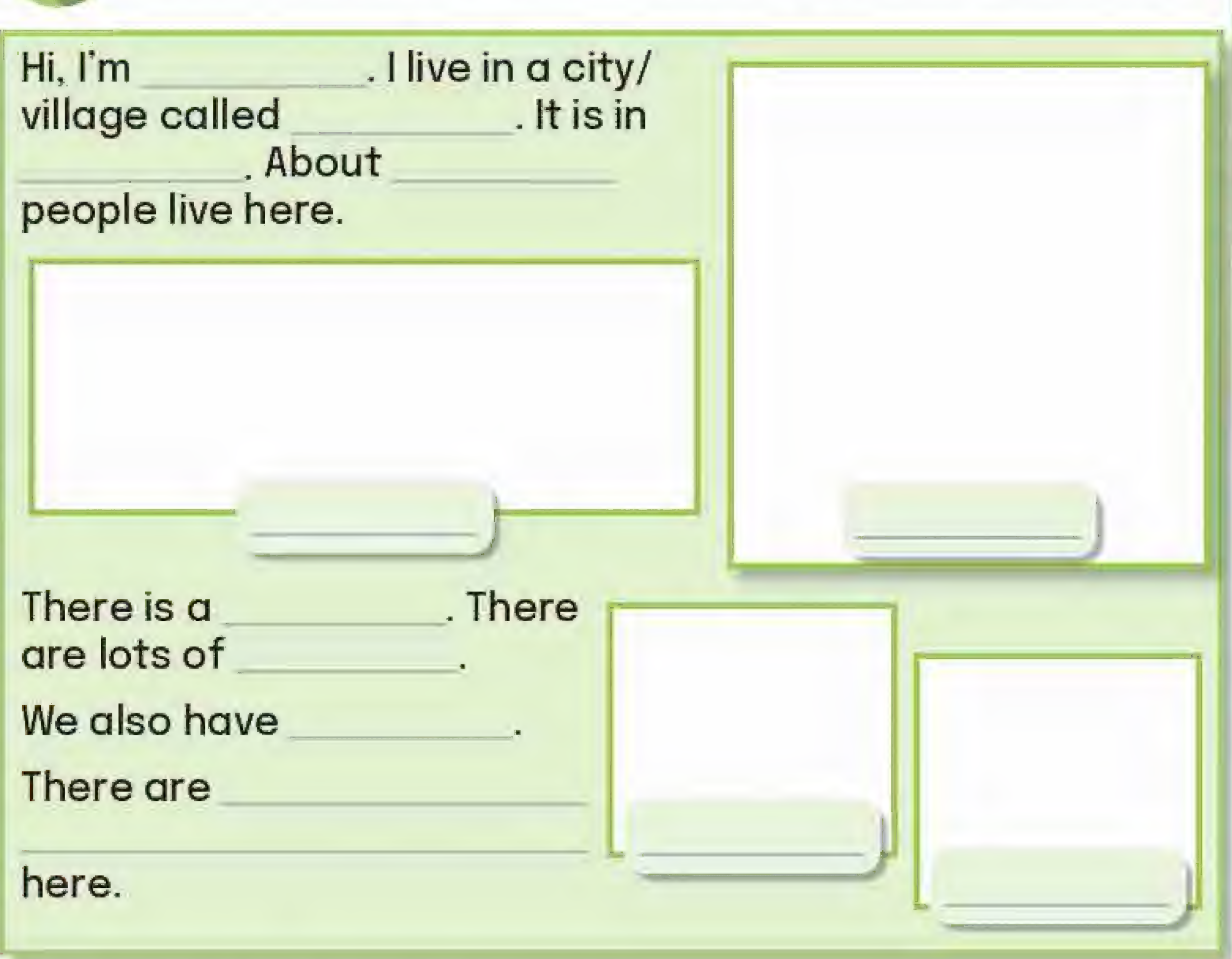
Brighton Pier

The Upside Down House, Brighton

2 **Think about your village or city. Do research and complete the table**

City/Village	
Where is it?	
How many people live there?	
Interesting things in my city/ village	

3 **Read and complete. Write about your village or city**



Hi, I'm ________. I live in a city/ village called ________. It is in ________. About ________ people live here.

There is a ________. There are lots of ________.

We also have ________.

There are ________
________ here.

4 **Work with a partner. Show your writing. Ask for their opinion**

This is my city. What do you think?





LESSON 5

1 **Read and listen. How did Sherif's dad help the small child?**

Living on a boat

My friend Sherif lives on a boat in the summer. His parents work on tourist boats so he goes with them. They travel up and down the Nile.

He likes the summer very much. He sees many interesting places and he meets people from all over the world. He speaks English and Chinese with the tourists.

One day, the boat stopped and Sherif saw some children playing. Suddenly a small child fell into the river! The child shouted 'Please help me!'

Sherif called his dad. Sherif's dad saw the child and jumped into the river. He swam and saved the child! The child smiled and said. 'Thank you so much!'

Sherif was very happy, but he also decided to learn to swim.

2 **Read again and write *T* (True) or *F* (False)**

1. Sherif lives in a city in the summer. ☐
2. Sherif can speak English and Chinese. ☐
3. The small child fell into the river. ☐
4. Sherif jumped into the river. ☐

3 **Work with a partner. Ask and answer**

1. Why is it important to help others?
2. Do you think it's important to know how to swim? Why?



4  **Do you like the story? Explain your answer**

fun interesting OK boring I don't understand

PRONUNCIATION

5 **Match and write**

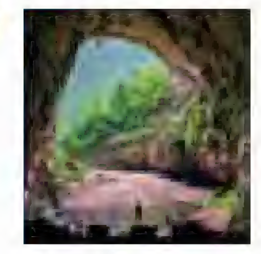
cave face fan fish foot living room van vegetables

1  ______

2  ______

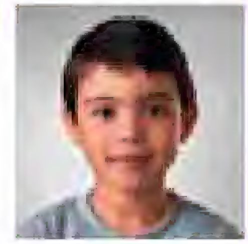
3  ______

4  ______

5  ______

6  ______

7  ______

8  ______

6 **Listen and check. Then listen and repeat**



Tip!

Touch your neck with your finger. Say 'fish'. Your neck doesn't move.

Say 'van'. What do you feel?



UNIT 4

LESSON 6

PROJECT

1 Work in groups. Think and research

Think about places in a town. Make a note of the places you visit every day.

- Who works in these places?
- How do they help us?

Tip!

Check you have these in your poster

Photo/s ☐ or drawing/s ☐

Headings ☐

Map or diagram ☐

Bold text for important words ☐

2 Read and do

1. Draw and find some pictures you can use.
2. Make your poster.

The people who help us: the supermarket worker



This is Maggie. She works at the **supermarket** near my house. My family and I see her **every week** when we buy food.

Maggie checks the food is fresh. She **helps** us when we can't find something. She is very **kind** and **happy**.

3 Present

Have a class exhibition. Tell your friends one thing you like about their poster and one suggestion for making it better.



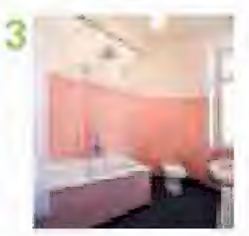


SELF-ASSESSMENT

4 **Do you remember the names for the different rooms and houses? Look and write**

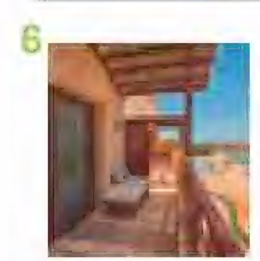
1 
______

2 
______

3 
______

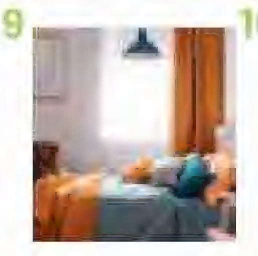
4 
______

5 
______

6 
______

7 
______

8 
______

9 
______

10 
______

5 **Look at the map and write 4 sentences with prepositions**

The museum is next to the school.

______

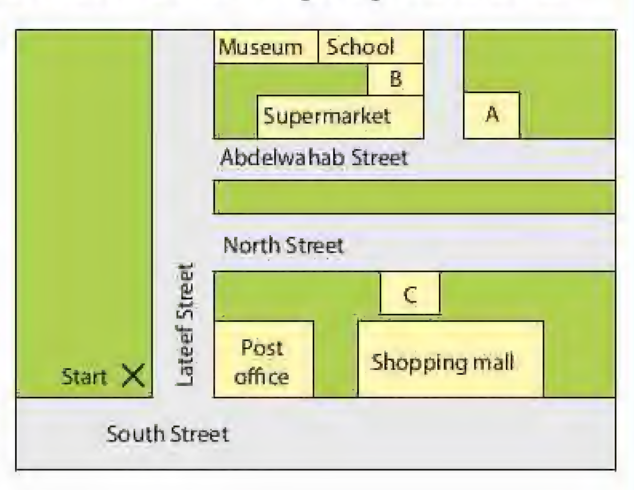
______

______

______

______

______



6  **Think about Unit 4**

Write two things you enjoyed.

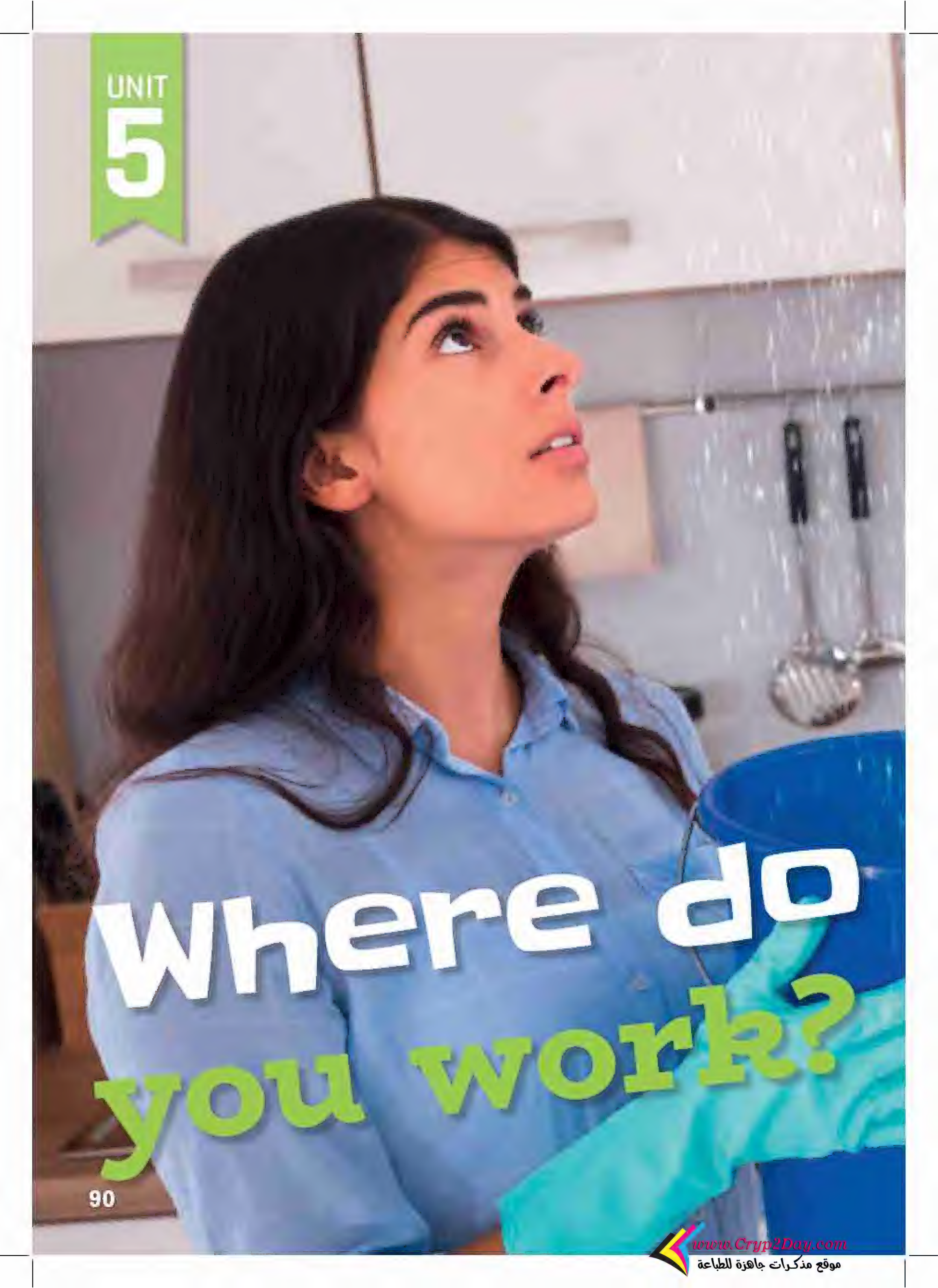
______

______

Write two things you learned.

______

______


UNIT
5
Where do you work?



UNIT 5

In this unit I will ...

- listen, read, and write about workers in my community.
- learn about electricity.
- practice using *this*, *that*, *these*, *those*.
- practice word stress in two-syllable words.
- think and write about the pros and cons of different jobs.
- make a report about workers in my community.



Look, discuss, and share

What is the problem in the picture?

Who can help?



Find out

How can someone become a **plumber**?



Did you know?

A broken faucet dripping once per second can waste more than 13,000 liters of water in a year.





LESSON 1

1 Listen and read

How many people helped you live in your home?

A **builder** made the **walls** strong and safe.

An **electrician** connected the electricity so you can use lights, watch TV, or do your homework on a computer.

A **plumber** connected the pipes and faucets so you have water to have a shower and brush your teeth.

A **garbage collector** takes away all the garbage, so you can keep your house nice and clean.

A **mail carrier delivers** your letters and packages.

But you also need help when you leave the house. You need a **mechanic** to **fix** the car or the **bus driver** to take you to school.



2 Listen again and answer

1 Who made the place that you live in now?

____

2 Who helps you get to school on time?

____

3 Who connected your home to electricity so you can watch TV?

____

4 Who connected your home to water so you can brush your teeth?

____

5 Who helps you keep your home clean?

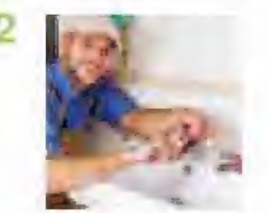
____



3 Listen and say. Then write

builder bus driver ~~electrician~~ garbage collector mail carrier mechanic plumber

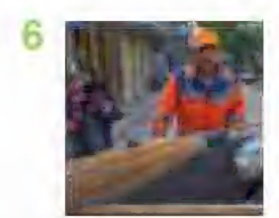
1 
electrician

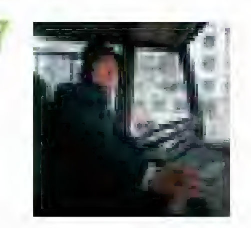
2 
______

3  
______

4 
______

5 
______

6 
______

7 
______



4 What do you think?

1 Which job is the most interesting? Why?
2 Which job is the most difficult? Why?
3 Are any of the jobs dangerous? Why?



I think being a bus driver is the most interesting job. You drive to many different places and help lots of people.

Did you know?

Cairo produces around 20,000,000 tons of garbage every year. Garbage collectors work hard to collect it all.

UNIT 5

LESSON 2 ELECTRICITY

1 Look around you now. How many electrical things can you see?

2 **Read the interview quickly. Then answer the questions**

1 Why is electricity dangerous?

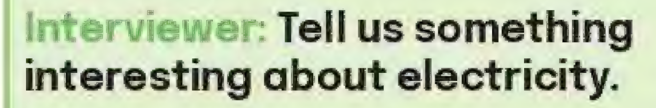
2 Is it easy to become an electrician?

3 Why is a broken wire dangerous?



Amira the electrician

This is Amira, she's an electrician. She studied and **practiced** for three years before she became an electrician. She knows how to work safely with electricity.



Interviewer: **Tell us something interesting about electricity.**

Amira: Did you know, electricity travels faster than 300,000 kilometers/second!



In a **storm** we sometimes see a flash of **lightning**. That flash has enough electricity for 1,000 families for a year!

Interviewer: **Is electricity dangerous?**

Amira: Yes, very dangerous.
If we get an **electric shock**, we can't control our bodies. It can also **burn** us. Electricity is always trying to go into the ground. It travels easily through water and our bodies are 70% water.

Interviewer: **How can we use electricity safely?**

Amira: Never touch anything electrical with wet hands.

Look, this is a **broken wire** – don't use it. You can get an electric shock or start a fire!



Never put anything into a **socket**, only use **plugs**.

3 **Read the interview again. Answer the questions**

1 How fast can electricity travel? ______________________________

____

2 How much is 70%?

a 

b 

c 

4 **Read and complete the sentences**

1 Never touch anything electrical with __________ hands.

2 Always make sure your hands are __________ before you touch anything electrical.





5 Work with a partner. Ask and answer about this part of the interview

Interviewer: **Amira, how can we save electricity?**

Amira: That's a great question. We often waste a lot of electricity. Remember these things:

- When you leave a room, **turn off** the lights.
- If you're not using your computer or television, **unplug** it.
- Use natural light in the day.

1 What do you do to save electricity?
2 What does your family do to save electricity?
3 What is the good advice in the interview with Amira?
4 Why do we need to save electricity?
5 Do you want to be an electrician? Why?



Find out

What do plugs look like in other countries?





Think!

Why do we use electricity if it is dangerous?





6 Find these words in the interview and write

1



plug

2



3



4



5



6





7 Guess. Then look around the classroom and count

1 How many sockets can you see right now? ____________

2 How many plugs can you see right now? ____________

3 How many things can you turn on or turn off? ____________

UNIT 5

LESSON 3

1 Read. Which people help you every day?

Workers in our community



Do you like helping people? In our community we can all help each other. Many of the people around us have special **skills** to help us. Together, we help each other and make our city or village a nicer place to live.

For example, a bus driver helps a builder to get to work. When the bus breaks, the bus driver needs the mechanic to fix the bus. All the **local homes** and businesses need a mail carrier to deliver the **packages** and letters. We all need the garbage collector to take away our garbage and keep our streets clean.

We can all help each other. It's the right thing to do and it makes you feel good.

We all like different things. Some jobs are interesting for some people, but they are boring for other people. All the jobs are very important.

2 Read and think. Do you agree with these sentences?

Some jobs are more important than other jobs.

Some jobs are very boring.

We always need to help each other.

3 Read and match the pictures to the sentences

1. That's the bus driver's bus.
2. This is the socket the electrician is fixing.
3. That's the garbage collectors' truck.
4. These are the plumber's tools.
5. That's the mail carrier's bicycle.
6. This is the car the mechanic is fixing.
7. Those are the builders' hard hats.

a 
5

b 

c 

d 

e 

f 

g 



Think!

How do you and your family help your community?

4  **Look, read, and match the sentences to the pictures**

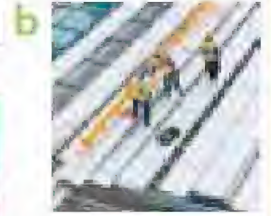
1 That mail carrier is delivering letters.

2 These mechanics work in the **repair shop**.

3 This bus is taking me to school.

4 Those builders are building the new hospital.

a 

b 

c

d 

LANGUAGE FOCUS

We use *this*, *that*, *these*, *those* to say how close an object is to the speaker.

When we choose between *this*, *that*, *these*, *those* we need to think about the noun.

Is it singular or uncountable?

Is it plural?

Is it near or far from the speaker?

	near to the speaker	**far from the speaker**
singular nouns and uncountable nouns	*this* ... **This** is the socket the electrician is fixing.	*that* ... **That's** the water dripping from the faucet.
plural nouns	*these* ... **These** are the plumber's tools.	*those* ... **Those** are the builders' hard hats.

5 Complete the sentences

That These This Those



1 Can you see? __________'s the builder.



2 __________ is my aunt. Her name is Amira. She's a teacher.



3 __________ children are going to school.



4 __________ children are watching TV.

6 Choose two jobs. Think of two advantages and two disadvantages for each one. Work with your partner



A garbage collector is outside all day. When it rains, the garbage collector gets wet!

But the garbage collector is happy because he helps to clean the city. He is healthy because he walks every day.



UNIT 5

LESSON 4



1 **Look, listen, and say**



screwdriver



tape measure



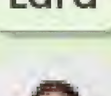
blocks



2 **Read and listen. Do you know anyone like Lara, Talia, or Amir?**



Lara





Talia



Amir

Three cousins

Lara, Talia, and Amir are cousins, but they are all very different.

When Lara was a child, she loved to experiment. She was very **curious**. She always carried a **screwdriver** and she opened old radios, cell phones, and anything that had electricity. Her favorite question was *How does it work?* She learned about safety with electricity.

When Talia was a baby, she played with **blocks**. She put one block on top of another. When she was older, she started making things. She made a little house for her dog and a bed for her sister's doll. She always carried a **tape measure** and a pencil.

Amir was always very **patient** and he liked helping people. Sometimes, big brothers can get angry at their little brothers, but Amir was never angry. He played, he helped, and he explained things all the time.

Today, Lara, Talia, and Amir are all adults but they still call each other when they need some help.

UNIT 5



3 **Think, choose, and write. What do you think Lara, Talia, and Amir do today?**

an architect   an electrician   a teacher

1 Lara is ______________________.

2 Talia is ______________________.

3 Amir is ______________________.

4 **Read again and answer the questions**

1 Who does Amir call when the fan doesn't work?
____

2 Who does Lara call when she wants to change something in her house? __________

3 Who does Talia call when she doesn't understand something in her English class? __________

5 **Ask and answer**

What did you like to play with when you were little?

What do you like to do now?

What job do you want to do? Why?



UNIT 5

PRONUNCIATION

6 Look and say. How many syllables are in each word?

electrician	☐	plumber	☐
teacher	☐	mechanic	☐
builder	☐	dentist	☐
architect	☐	doctor	☐

A syllable is a part of a word that contains a single vowel sound.

7 Listen and check

8 Which one is correct? Listen and choose

dentist or dentist

9 Underline the stressed syllable in the words

plumber teacher builder dentist driver doctor

10 Listen and check

11 Listen and circle the words which has the correct stress

1	plumber	plumber	4	mechanic	mechanic
2	teacher	teacher	5	driver	driver
3	builder	builder	6	doctor	doctor

CLIL: MATH

12 Look and think. Write the missing numbers

1	a $100 \div$ ______ $= 2$	b	$100 \div 2 =$ ______
2	a $100 \div 25 =$ ______	b	$100 \div$ ______ $= 25$
3	a $100 \div$ ______ $= 5$	b	$100 \div 5 =$ ______

13 Listen and check

14 Read and solve the problem

There are two hundred children in Grade 4. Today they are going on a school trip.

Each school bus carries 50 children.

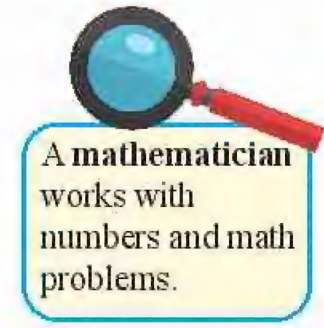
How many buses do they need? ______





Find out

What is this symbol ÷ called?
A Swiss **mathematician** called Johan Rahn used it first in 1659.



A mathematician works with numbers and math problems.

LESSON 5

1 Think about a mail carrier's job. What are the good and bad things about the job?

2 Read and complete the table

My name is Sherifa. In class this week, we're talking about the good and bad things about different jobs. My aunt is a mail carrier in America. I talked to her about her job and she told me some of the **pros** and **cons**.

Pros and cons of being a mail carrier.

What's it like to be a mail carrier?

There are some good and bad points about the job.

On one hand, mail carriers are outside all day. This is great when the weather is good, but it's not fun when the weather is very hot or wet and cold. Mail carriers walk all day and get a lot of exercise. They also speak to a lot of people. This is a nice part of the job. Everybody likes getting mail, so everyone likes meeting the mail carrier. **On the other hand**, there are also some bad things to think about. Being a mail carrier is not an easy job. The mail bag is very heavy. It can give some mail carriers a **backache**. Another bad thing is that they wake up very early. My aunt starts work at 6 o'clock in the morning.

Pros	Cons
Mail carriers get a lot of exercise.	

3 Read again and answer the questions

1 What is the paragraph about?

____

2 How does Sherifa start her paragraph?

____

3 How does this help the reader?

____

4 Choose a job. Write some pros and cons

The job I chose is __________.

Pros	Cons

5 Write a paragraph about the pros and cons of the job you chose

____

____

____

____

____

____

6 Work with a partner. Show your paragraph. Ask for their ideas



This is my paragraph. What do you think?



LESSON 6

A REPORT ABOUT PEOPLE WHO HELP US

1 Read the report



Workers who made our school



The builders build the school. The plumbers connect the pipes so that we have water. The electricians connect electricity so that we can use lights.

The cleaners keep the school clean. The bus drivers bring the children to school. The garbage collectors take away our garbage.

The mechanics fix the cars and buses that bring the children to school.



2 Make a report. Who helps you at home?

- Make a list of the people who helped build your home and the people who look after your home now.
- Draw or glue a picture of your house or a room in your house.
- Write about the different people who helped you at home.



3 Do you remember the names of these jobs? Look and write

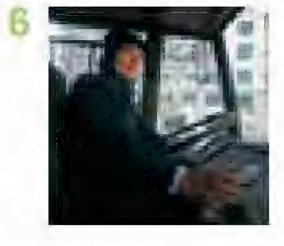
1  ____________

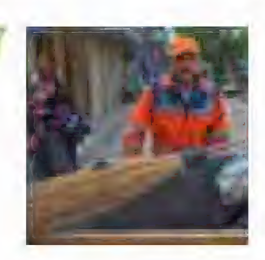
2 ____________

3  ____________

4  ____________

5  ____________

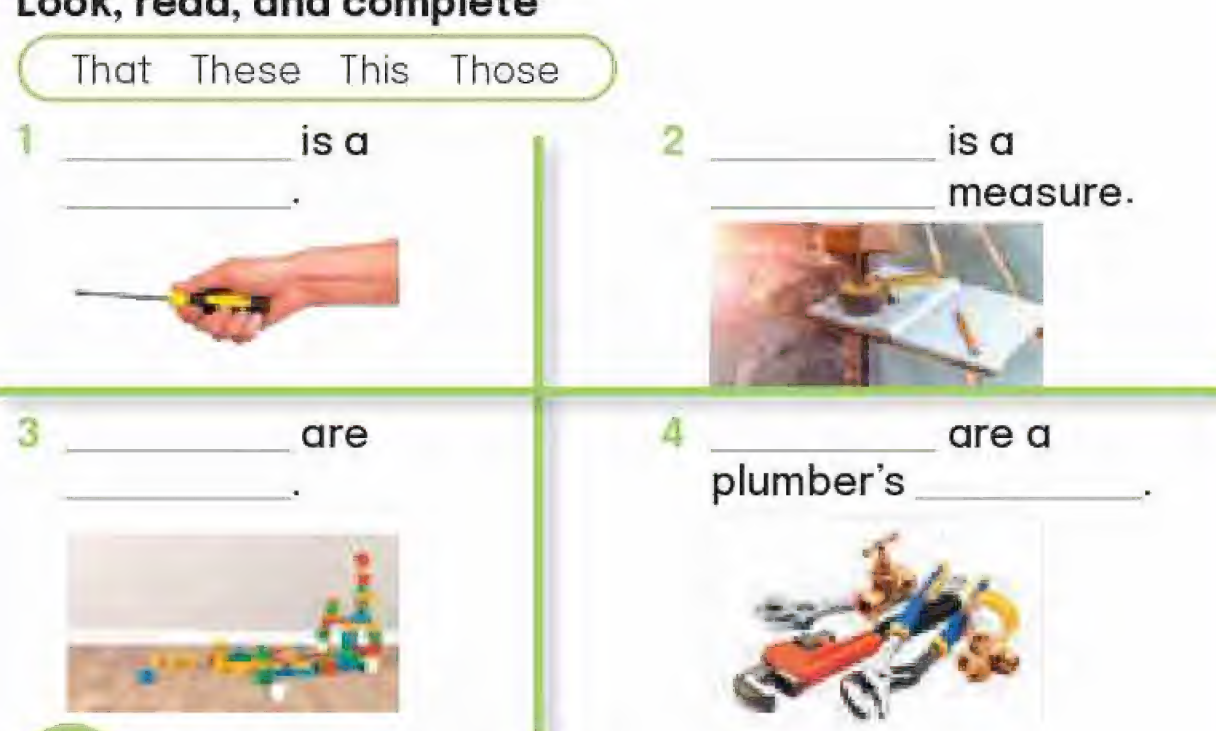
6  ____________

7  ____________

4 How many of the jobs have two syllables? Circle the stressed syllables

5 Look, read, and complete

That These This Those



1 ____________ is a ____________.

2 ____________ is a ____________ measure.

3 ____________ are ____________.

4 ____________ are a plumber's ____________.

6 Think about Unit 5

Write two things you enjoyed.

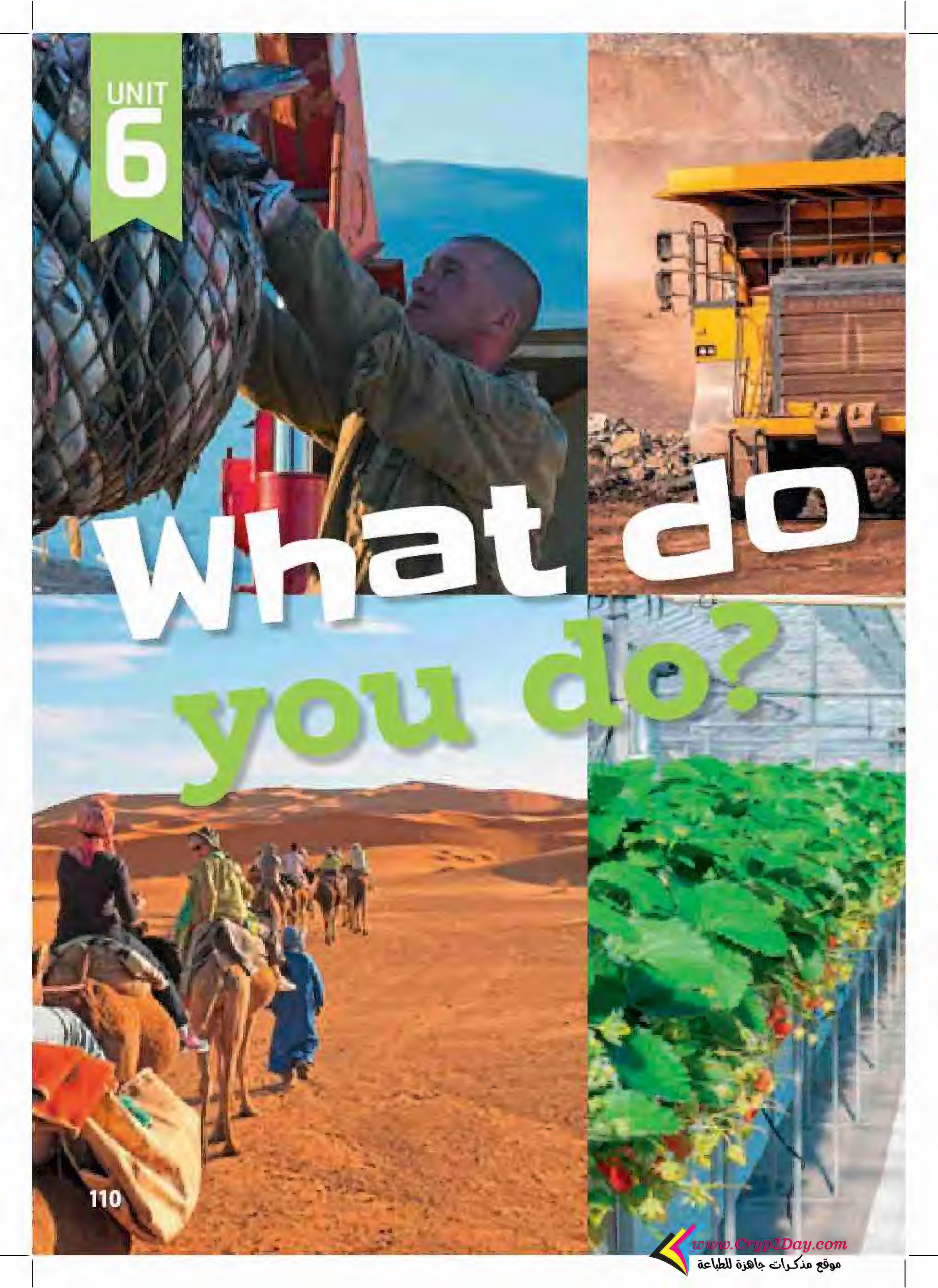
____

____

Write two things you learned.

____

____


UNIT 6
What do you do?
www.Cryp2Day.com
موقع مذكرات جاهزة للطباعة



UNIT 6

In this unit I will ...

- read and learn about more jobs.
- explore what an industry is and the names of some common industries.
- read a poem about some common jobs.
- read a story about respecting workers.
- know about prime numbers
- distinguish and pronounce short vowel sounds.
- learn about words with the prefix *dis-*.
- write about a job you want to do.

Look, discuss, and share

The pictures all show different industries. What is happening in each of the pictures?

Find out

Which industries do people work in where you live?

Did you know?

In 2019, about 13 million tourists came to Egypt. Where do tourists go in Egypt?



UNIT 6

LESSON 1
WHAT DO YOU DO?

1  **Listen and read. What jobs do these people do?**

1 I'm a **fisherman**. I wake up very early every day, I go out on my boat and **catch fish**. Then in the afternoon, I come back and sell my fish in the market. My fish go to restaurants and homes all over the world.

2 I'm a **farmer**. I grow oranges. All year, I look after the trees and I give them water and nutrients. Then, I **pick** the fruit. I send a lot of the fruit to the factory to make orange juice. I also sell some of my oranges to the supermarket.

3 I'm a **guide**. I work in the **tourism industry**. People come to my country and it's my job to explain the history and tell the tourists lots of interesting stories.

4 I'm a **geologist**. I study the **ground** and the rocks under our feet. I study what is under the ground. I find special metals and think how we can take the metals out of the ground.

5 I'm an **engineer**. I make sure the **wind turbines** turn well and make electricity. The electricity we make goes to thousands of homes.

6 I'm a **librarian**. I work in a school library. It's my job to look after all the books. I buy lots of new books and I help children find the information they need.

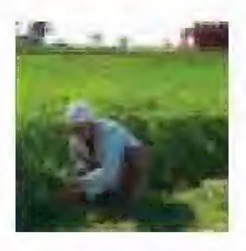
2  **Listen again and answer**

1 Who works in a school?
2 Who works outside?
3 Who works on the sea?
4 Who grows food?
5 Who is a scientist?
6 Who works with wind turbines?

3 Match the words to the pictures

education energy farming fishing mining tourism

1 
______

2 
______

3 
______

4 
______

5 
______

6 
______

4  Listen and check

5 Look and write. Which industry are the words connected to? Can you add more words to the table?

copper animals hotels wave power wind farm nets transportation tractor iron boats coal

mining	
farming	
fishing	
tourism	
energy	

6 What do you think?

1 Which jobs and industries sound the most interesting? Why?

2 Do you know anyone who works in any of these industries?

UNIT 6

LESSON 2
CLIL: SOCIAL STUDIES



1 Think and answer

How many people work in a hotel? What are their jobs?

2 Read and check your answers

Industry

The things we make, buy, and sell are all part of the country's **economy**. Our economy is divided into **industries**, such as fishing, farming, tourism, etc.

In every industry there are thousands of people and many different jobs. For example, let's think about the tourism industry in Egypt.

When tourists arrive in Egypt, they need a hotel and they need a bus or a taxi to take them to the hotel.

Many people work in the hotel. The hotel needs electricians and plumbers to fix problems, **cooks** to make food, and cleaners to keep the hotel clean.

Local businesses need the hotel, too. For example, the hotel buys food from farmers. Everything in the hotel comes from other businesses.

The hotel pays a **salary** to the workers. The workers use their salary to buy food, clothes, and for transportation. Some of their salary goes to the **government** to pay for things like roads and schools. When we work, our salary helps our community and the whole country.

3 Look at the words in bold. Match the words to the meaning

a economy
b industry
c salary
d government

1 money paid to people who work
2 a collection of businesses that work together
3 the group of people who make rules for the country
4 the way a country makes and uses money



Think!

Why do people work? Read and check (✓) or cross (✗)

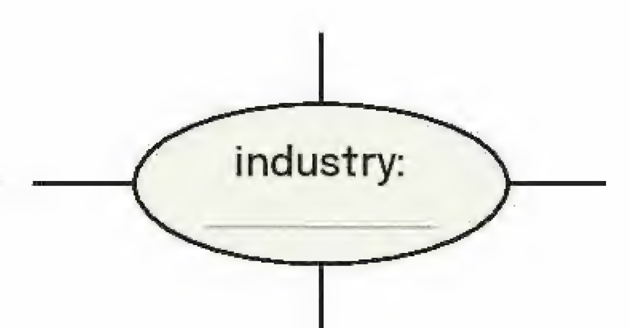
- They get a salary. ☐
- They can help people. ☐
- They can relax. ☐
- They can make things. ☐

What other reasons are there for working? Discuss with a partner.



4 Think and write

Think about one of the industries you like. What jobs are in that industry?



UNIT 6

5 Think about these industries. Choose the best verb

buy deliver eat ~~grow~~ sell (×2) make (×2) catch

1 Farmers grow the food.

2 Drivers __________ the food.

3 Supermarkets __________ the food to customers.

4 Customers __________ the food and then __________ the food.

5 Engineers __________ the wind turbines.

6 The wind turbines __________ electricity.

7 Fishermen __________ the fish.

8 The markets __________ the fish to stores.



6 Complete the sentences. Then circle the verbs

1 My teacher is very patient. She (teaches) math. (teach)

2 That taxi __________ __________ very badly. He didn't stop at a traffic light. (drive)

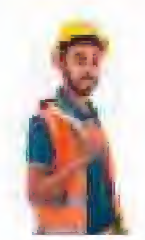
3 Those __________ are in the wrong place. They cannot __________ there. (fish)

4 This is the __________ who __________ our house. (build)

5 He __________ very well. Thank the __________ when you see him. (clean)

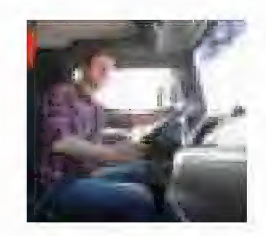
7  **Work with a partner. Describe what these people do. You can use the words in the box to help you**

build clean drive fish fix help (×2) teach










8  **Read, listen, and say**

Can you tell me why...?

Can you tell me why...
Builders build,
But doctors don't doct. They help sick people?

Can you tell me why...
Teachers teach,
But mechanics don't mechanic. They fix cars?

Can you tell me why...
Fishermen fish,
But electricians don't electric. They connect electricity?

Can you tell me why...
Drivers drive and cleaners clean,
But dentists don't dentist. They fix teeth?

Ah, but wait!
Garbage collectors collect garbage.
Yes, it's very confusing, but that's what makes English great!

UNIT 6

LESSON 3 CLIL: SCIENCE



1 **Look at the pictures. What do you think the story is about?**

2 **Read. Is a mango tree renewable or non-renewable?**

Two mango trees

Sara and Malak are sisters. Each sister had a beautiful mango tree next to her house. Every year, the sisters ate beautiful mangoes. Their children played under the trees.

One day, Malak said, 'I don't need mangoes. I need money. Let's **cut down** my tree. I can sell the wood.'

She cut the tree and she sold the wood. Malak was happy.

Next year, Sara's mango tree grew bigger and bigger. It gave Sara more mangoes.

Malak looked out of the window. There was no mango tree. She had no mangoes and no more wood.

'Don't worry,' said Sara. 'Plant this mango seed, and it will grow into a big tree.'

3 **Read again and answer the questions**

1 Why does Malak cut down the mango tree?

____

2 What are the disadvantages of cutting down the mango tree?

____

3 What do you think about Malak's decision? Was it a good or a bad decision?

____

4 Would you cut the mango tree?





4 Work with a partner. Make a list of everything you used today that uses electricity

____

____

____

____

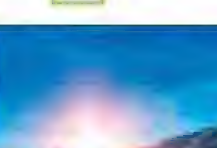
5 We make electricity from energy sources. Match the energy sources to the pictures

1 oil ☐
2 wave energy ☐
3 coal ☐
4 solar energy ☐
5 wind energy ☐
6 gas ☐

a 
b 
c 
d 
e 
f 



6 Write each energy source in the table



Renewable: can grow again or never run out

Renewable	Non-renewable

UNIT 6

7 Look and read. What non-renewable and renewable resources does the article talk about?

Different energy resources

We are using more and more electricity. We can make electricity from many different energy resources. Today, 80% of electricity comes from non-renewable resources. These are coal, gas, and oil.

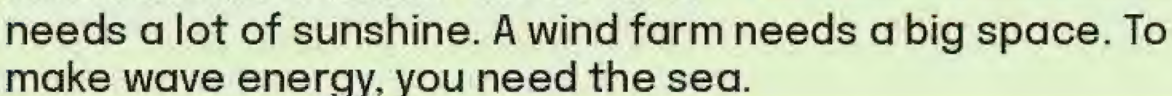
Why is that a problem?

We take coal, oil, and gas from the Earth, but we cannot make more. When we burn non-renewable resources to make electricity, we also cause pollution.

How can we use renewable resources?

Renewable energy sources are everywhere. We can make electricity from wind, water, and the sun. We do not need to burn these resources, so there is no pollution.

To make electricity from renewable energy sources, we need new solar farms and wind farms. A solar farm needs a lot of sunshine. A wind farm needs a big space. To make wave energy, you need the sea.



8 Read again and discuss

1. What are the problems with coal, oil, and gas?
2. Is Egypt a good place to find renewable energy sources? Why?
3. Do you think the electricity from renewable sources and non-renewable sources is different?



9 Read and find out about these two renewable energy projects. Complete the fact file for Ras Ghareb Wind Farm

Energy project fact file

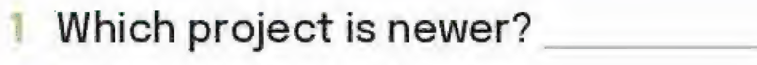
Benban Solar Park

Where is it?	Benban, Aswan, Egypt
How old is it?	Opened in 2018
How big is it?	37.2 km^2
How much electricity can it make?	3.8 TWh per year



Ras Ghareb Wind Farm

Where is it?	
How old is it?	
How big is it?	
How much electricity can it make?	



1 Which project is newer? __________

2 Which project is bigger? __________

3 Which project can make more electricity? __________

UNIT 6

LESSON 4

1 Skim the story quickly. Who are the main characters?



Fresh fish van

There's an old fisherman in my village. He drives around the village in an old van. He likes his job. He has fun. He shouts, 'Fish! Fresh fish! Come and get your lovely fresh fish.'

One day, he was in front of my house. He couldn't start his van. He was sad and **disappointed**.

My mom saw the man. It was hot in the sun. She wanted to help.

Mom's dad (my grandpa) was a mechanic. He taught her all about cars. She looked at the old van's **engine**.



'It is a very simple problem. I can fix it,' said Mom. The old fisherman was surprised.

Then, we heard the sound of the engine. His van was fixed!

'Thank you,' the fisherman said. He gave Mom ten fresh fish.

2 How much do you remember? Answer. Then read and check

1 What does the old man sell?

2 Why was the old man sad and disappointed?

3 Why do you think the old man was surprised?

3 Do you like this story? Explain your answer



Think!

The old man changed his opinion. Think. When was the last time you changed your opinion? Why did you change your opinion?



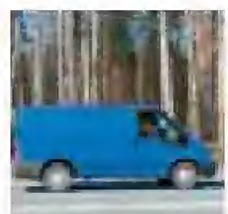
4 Look and match

fish sun ten van

1  ______

2  ______

3  ______

4  ______



5 Read the story again and answer. Use the words in Exercise 4

1 What is hot? ______
2 What does the old man drive? ______
3 What does the old man sell? ______
4 How many fish does the old man give mom? ______

6 Read and say. Close your book. Can you remember the sentences?

1 You can have fun in the sun.
2 There's a man in a van.
3 He sells fresh fish from the window.
4 There are ten men standing on one leg.

PRONUNCIATION

7 **Find more words in the text with the same sound**

sun	van	fish	ten

8 **Can you add more words to the table?**

9 **Look and write. Complete the sentences**

The **prefix** 'dis' means 'not'.

disagree disappeared disappointed dislikes disobeyed

1 

The boy is __________. He didn't pass the test.

2 

She __________ ice cream.

3 

These friends __________.

4 

I'm sorry because I __________ my mom.

5 

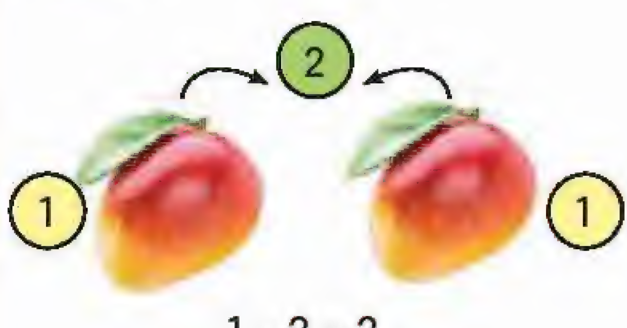
The rabbit __________ from the hat.

10  **Listen and check**

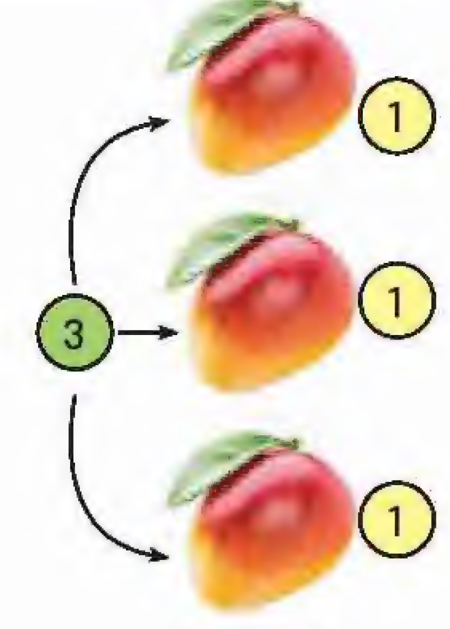
CLIL: MATH

Prime numbers

1  **Look and read**



1 × 2 = 2



1 × 3 = 3

A prime number is a number you can divide only by itself and 1, e.g. 2, 3, 5, etc.

2 **Circle the prime numbers**

10 12 3 89 43

5 9 37 4 13

3 **Add these numbers. If the answer is a prime number write it in red**

1 6 + 7 = ____________

2 37 + 20 = ____________

3 70 + 9 = ____________

4 40 + 4 = ____________



Find out

The smallest prime numbers are: 2, 3, 5, 7, 9, 11, 13, 15, 17, 19, 23 and 29.

Is number 1 a prime number or not?

UNIT 6

LESSON 5

1 Think and answer

1. Do you want to be a teacher? Why?
2. What are the good and bad things about being a teacher?

Is teaching the best job in the world?

When people ask me, 'What do you want to do?' I answer: 'I want to be a teacher. For me, it's the best job in the world.'



For a teacher, every day is different. Students always ask **surprising** questions. Teachers need to think quickly. They need to **encourage** their students. They need to be very patient. They work for many hours every day. It's hard work, but it's exciting. A teacher can change their students' lives.

A good teacher is always ready to learn. Teachers teach their students, but students also teach their teachers. Everyone in the class knows different things.

Every adult remembers a special teacher. Ask your parents. Did they have a favorite teacher? Why was that teacher special?

2 Think and answer

1. Why does the writer want to be a teacher? Write three reasons.

____

____

____

2. Why did the writer write this essay?

____

3. Is being a teacher a hard job? Why?

____

3 Think of a job you want to do. Complete the table

Reasons why I want to be a ________.	Difficult things about being a ________.

4 Work with a partner. Discuss

Explain to your partner the reasons why you want to be a ________.

Can your partner give you more ideas?

Can you help your partner with their table?



I want to be an electrician. I want to fix things. I like helping people and I think electricity is interesting, but it can be dangerous!



Why did your teacher become a teacher?



LESSON 6

1 Do some research. What is 'respect'?

Think. How do we **show respect** to the people around us?

2 Read the poster. Do you agree or disagree?



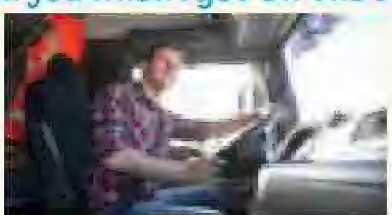
I respect the cleaner.
I don't throw litter.



I respect the teacher.
I listen to him carefully.

I show respect to the people around me.

I respect the bus driver. I say thank you when I get off the bus.



I respect the dentist.
I listen to her advice.



When you show respect, you are kind and polite. You talk to someone in the same way you want them to talk to you.

We show everyone respect. We show respect to younger people. We show respect to older people. We show respect to men and women. We show respect to rich and poor people.

3 Now make your own 'respect' poster. Draw or find pictures for your poster

SELF-ASSESSMENT

4 In which industries do these people work?

1 

fishing

2 

______

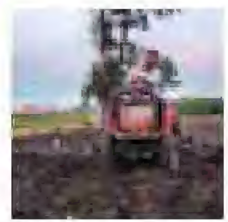
3 

______

4 

______

5 ______

6 

______

5 Read and match

economy industry salary

1 The money you are paid for the work you do: ______
2 A group of businesses that work together: ______
3 How a country makes and uses money: ______

6 What do these people do? Read and complete

1 Mechanics ______ cars.
2 Dentists ______ teeth.
3 Builders ______ houses.
4 Garbage collectors ______ garbage.
5 Mail carriers ______ the mail.

7  Think about Unit 6

Write two things you enjoyed.

______

______

Write two things you learned.

______

______

REVIEW 2

LESSON 1

1 **Read and play a memory game**

1 Draw the table in your notebook.
2 Look at the pictures for one minute.
3 Close your books.
4 Write or draw as many of the words as you can.
5 Check with your partner.

1	2	3
4	5	6
7	8	9
10	11	12
13	14	15

2  **Now write the words**

3  **Listen and point**



4 Look and correct the sentences

Hospital | School | Green street | Post office | Office

Supermarket | Shopping mall | Museum



1 The hospital is between the school.

____

2 The school is next to the museum.

____

3 The park is under the shopping mall.

____

4 The supermarket is behind the school.

____

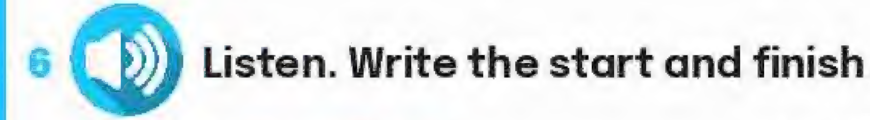


5 Now write three more sentences about the map

1 ____

2 ____

3 ____



6 Listen. Write the start and finish

1 Start: Green Street Finish: ____________

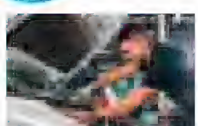
2 Start: ____________ Finish: office

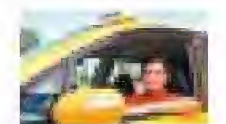
3 Start: ____________ Finish: ____________

LESSON 2



1 **Look at the picture and answer the questions**

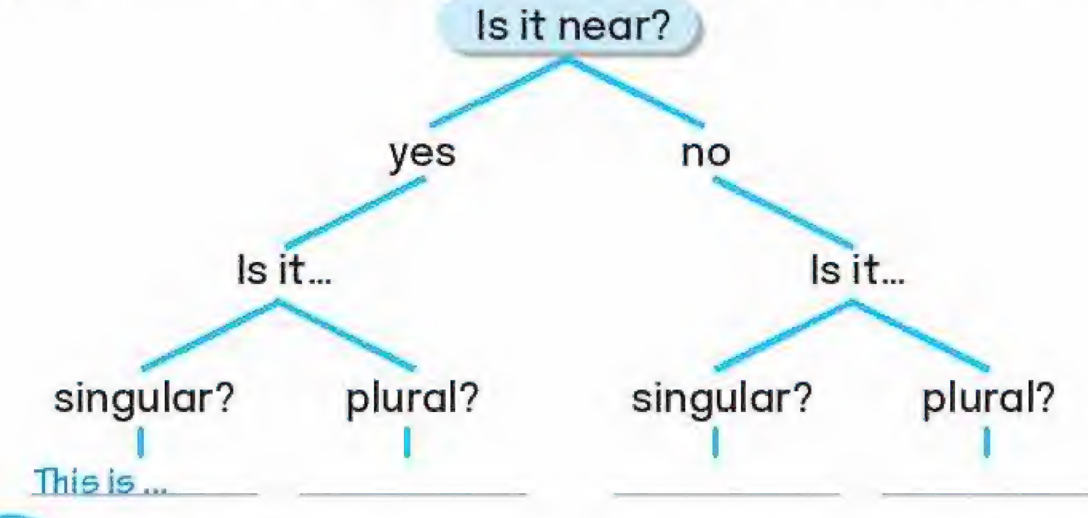


1 What's the mechanic doing? ______________________
2 What's the mail carrier doing? ______________________
3 What's the electrician doing? ______________________
4 What's the driver doing? ______________________

2 **Look and complete**

Do you know when to use *This is*, *That is*, *these are*, or *Those are*?





3 **Match the sentences to the picture. Then write *this is*, *that is*, *these are*, or *those are***

1 ______________ a screwdriver.
2 ______________ my tape measure.
3 ______________ our tools.
4 ______________ my tools.



4  **Look at the information. Write one short pros paragraph and one short cons paragraph**

pros of solar panels	cons of solar panels
good for the environment	only works during the day
can use it for many years	making panels causes pollution
Egypt has a lot of sun!	expensive to make



Our modern world needs a lot of electricity. In the past we used oil, gas, and coal to make electricity. But now we are using more and more solar power.

On the one hand...

____

____

____

On the other hand...

____

____

____

PRONUNCIATION

5 **Underline the stressed syllables in these jobs**

1 doctor
2 plumber
3 builder
4 driver
5 teacher
6 mechanic

6  **Listen and check**

7  **Point and say. Then write these words**

1 ______ 2 ______ 3 ______ 4 ______

PRESENTATION

1 Can you make a simple windmill? Look, read, and make

You need:















2 Present your windmill

Explain how it works.

Get ideas from your classmates.

How can you make your windmill better?





This is our windmill.

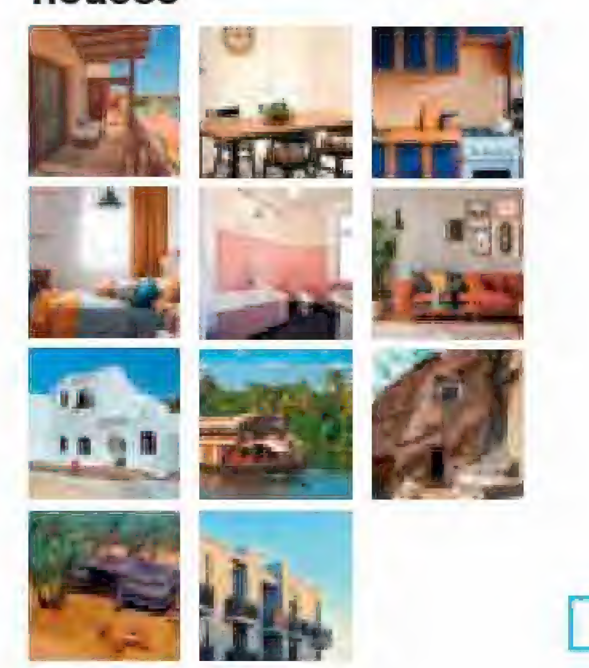
The wind moves the windmill.



SELF-ASSESSMENT

Now I can...

1 talk about parts of a house and different kinds of houses



☐

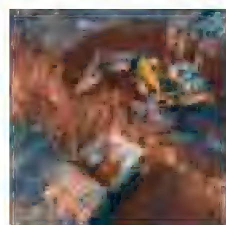
2 talk about workers in my community



☐

3 talk about different industries





☐

4 say these sounds

f fish, fan

v van, cave

sun

van

fish

ten

5 understand word stress in two-syllable nouns

teacher, *doctor*, *dentist*

6 discriminate between short vowels: *ten*, *tin*

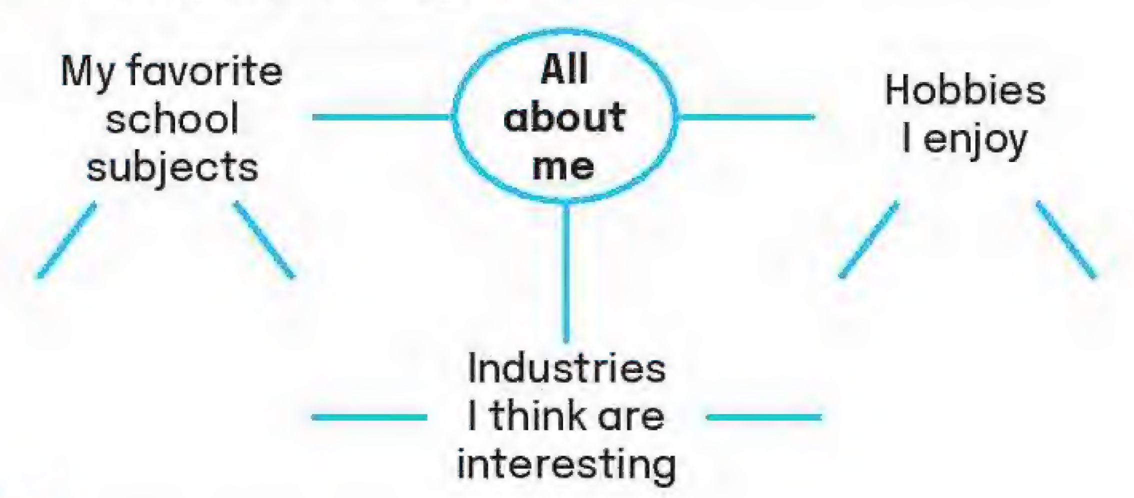
☐

TERM 1 PROJECT

1  **Read and think about the project**

Think about what job you want to do when you're older. Think about how it helps the community. Write a message to yourself in the future.

2 **Think about what you know and what you enjoy. Complete the diagram**



3 **Read, think, and complete**

What do you want to be?	
What do you need to do this job? Think about: • Do you need to go to university? • Do you need to practice?	
Where does someone with this job work?	
How does this job help the community?	

4 Work in a group. Present your job



5 Look, write, and complete. Write a message to yourself in the future



Dear __________,

I will work in a __________ I want to be a __________ because

____

____

I need to __________ to be a good __________ .

I will help people ______________________________ .

I hope you think your job is interesting.

Lots of love,

____

Put the letter in an envelope and then put it somewhere safe. Read it when you're older.

In the Taxi with Uncle Sami

By Susannah Reed
Illustrated by Alice Larsson

PICTURE DICTIONARY


maize


nature reserve


pipe


puzzle


sink


tractor

Zahra and Zein are watching a nature **program** with their parents. It's a very interesting program. It's all about hippos.



'I love animals,' says Zahra. 'I want to be a vet when I'm older.'

'That's a great idea,' says Mom. 'A vet is a very important job. What about you, Zein? Do you want to be a vet?'

'I don't think so,' says Zein.



'What do you want to be, then?' asks Dad. 'A doctor?'

'Or a dentist?' asks Mom.

'I don't know,' says Zein. I just can't **decide**!'



'I know,' says Mom. 'Why don't you both go and stay with Uncle Sami? He has lots of friends. You can **find out** about their jobs. Then you can decide, Zein.'

'That's a great idea,' says Dad.



Uncle Sami is a taxi driver. On the first day of their visit, he takes the children to see his friend Adel. Adel is a vet. He works in a **nature reserve**.



'This is Zahra and Zein,' says Uncle Sami. 'Zahra wants to be a vet.'

'Great!' says Adel. 'Come on then. You can both help me with the crocodiles.'





One of the crocodiles has something in its stomach. Adel gives the crocodile some medicine for it to sleep.

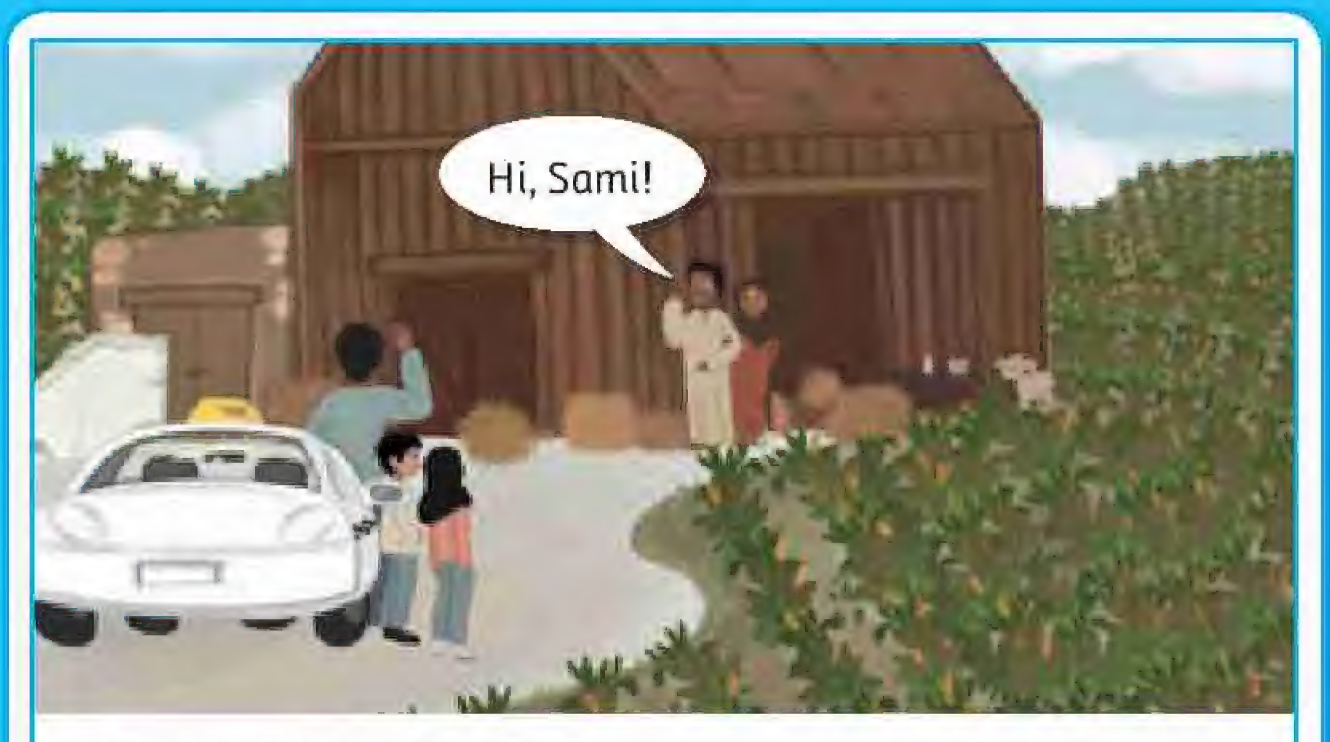
'It's **asleep** now,' Adel says. Then he puts his hand into the crocodile's mouth.



'Look,' says Adel. 'It's a plastic bottle. People shouldn't throw garbage. It's dangerous for the animals.'

'What's the matter, Zein?' asks Zahra.

'I love animals,' says Zein, 'but I don't want to be a vet.'

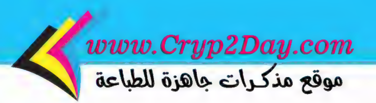


Uncle Sami drives to a farm.

'Come and meet my friend, Fayez, and his wife Mervat,' he says. 'They look after animals, too. You can help on their farm.'



First of all, the children help Mervat with the animals. There are some baby goats without mothers. Mervat and Zahra mix some special milk. Zein feeds the babies with a bottle.





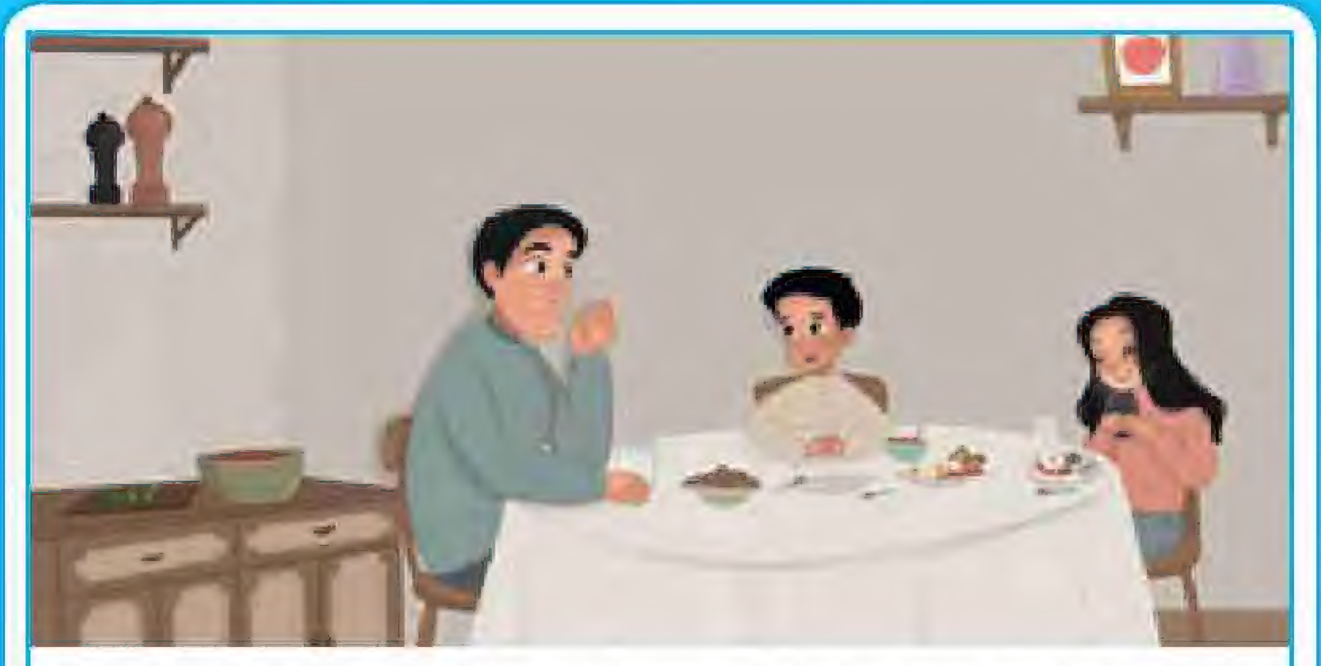
Then they help with the **maize**. The maize plants are growing tall and strong and the maize is nice and yellow. The children pick lots of maize. It's hard work!



The children **load** the maize onto a tractor.

'Can I drive the tractor?' asks Zein. Fayez laughs.

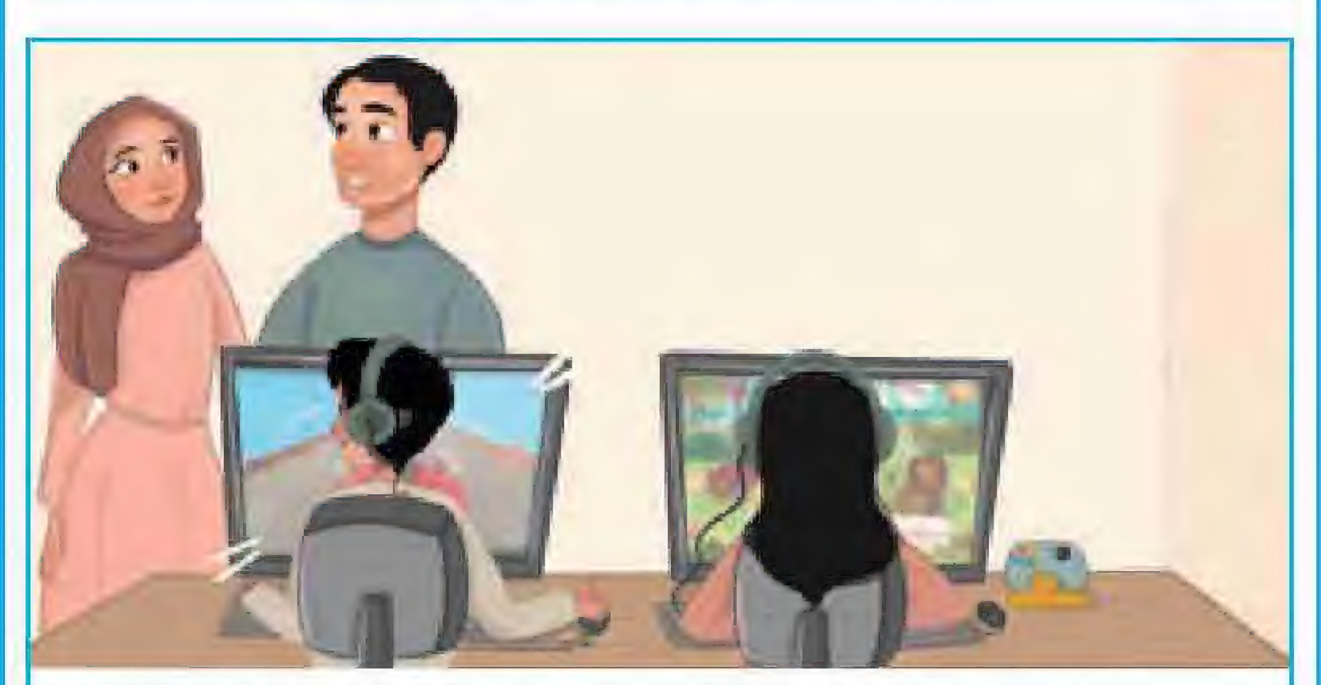
'No, I'm sorry,' he says.



The next morning, Zahra is playing on her phone. Uncle Sami has an idea.

'Do you like computer games, Zein?' he asks.

'Yes,' says Zein. 'Computer games are awesome!'



Uncle Sami's cousin Faten is a **software engineer**. She designs computer programs. The children go to her office.

'You can try these new games,' says Faten. The children have a lot of fun.



Zein has an idea for a game. It's a **puzzle** game. He draws some ideas, but it isn't easy. Zein isn't happy with his game.

'Oh dear!' he says, 'I love games and puzzles, but I don't want to be a software engineer.'



'It's OK,' says Uncle Sami. 'Come and meet my friend Basem. He's a plumber.'

'A plumber?' says Zahra.



Basem is in Mr Sameh's apartment. He is fixing some **pipes** under a **sink**. The children help him. There are lots of pipes.

'It's like a puzzle!' says Zein.



Something falls out of an old pipe. It's a ring.

'That's my wife's ring!' says Mr Sameh. 'Thank you for finding it.'

'You're welcome,' says Basem. 'It's all part of the job.'





That night, Uncle Sami drives the children home in his taxi. They are both happy and tired.



'Do you know what you want to be now, Zein?' asks Dad.

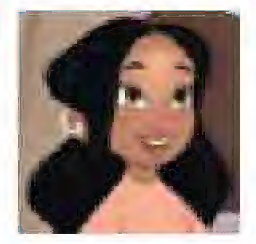
'Yes, I do,' says Zein. 'I want to be like Uncle Sami. He has got the best job. He goes to so many interesting places. I want to be a taxi driver!'

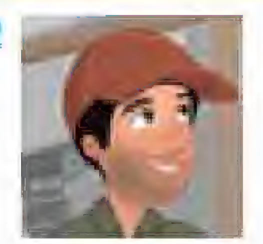
CHARACTERS



1 **Look and write**

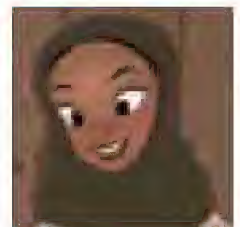
Adel	Basem	Faten	Fayez	Dad	Mervat
Mom	Mr Sameh	Uncle Sami	Zahra	Zein	

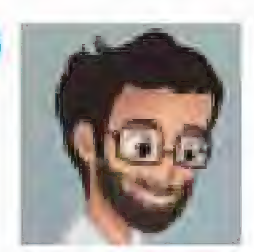
1  ________

2  ________

3  ________

4  ________

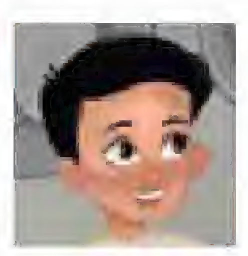
5  ________

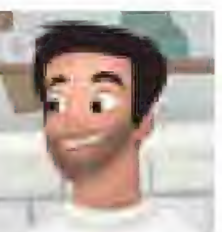
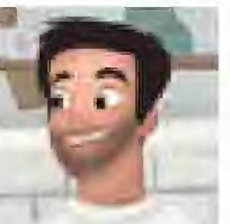
6  ________

7  ________

8  ________

9  ________

10  ________

11   ________



2 **Read and write *T* (True) or *F* (False)**

1 Uncle Sami is a bus driver. ☐
2 Zahra wants to be a software engineer. ☐
3 Zein feeds goats on the farm. ☐
4 The plumber helps Mr Sameh. ☐
5 Zein wants to be a vet. ☐

VOCABULARY

3  **Read, find and write**

1 This is a yellow vegetable. maize

2 This is a large machine which a farmer uses. ______

3 This is one of he most dangerous animals in the world. ______

4 We use this to wash vegetables in the kitchen. ______

5 This is a doctor for animals. ______

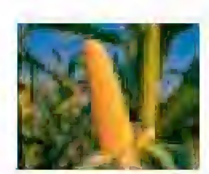
6 This is a place where animals can live safely. ______

7 This animal is a big reptile with sharp teeth. ______

8 Oil or water can travel in this. ______

9 This is a game. You solve a problem to win the game. ______

10 This is Uncle Sami's job. ______





n	u	e	a	y	t	r	a	c	t	o	r
a	m	c	v	i	r	i	u	b	w	z	n
t	s	e	l	e	c	a	o	t	m	k	t
u	x	k	h	i	r	f	z	p	t	n	a
r	s	a	n	s	o	t	s	i	n	k	x
e	g	o	p	l	c	t	r	p	a	n	i
r	h	i	c	n	o	y	u	e	f	o	d
e	r	f	u	a	d	s	l	o	x	u	r
s	l	x	m	d	i	g	l	i	m	t	i
e	c	s	a	r	l	o	d	j	f	e	v
r	t	a	i	k	e	s	h	r	d	p	e
v	p	u	z	z	l	e	a	c	t	w	r
e	n	v	e	t	c	p	m	p	y	b	d
o	r	j	o	e	o	t	w	e	z	r	g
s	d	n	k	i	b	h	i	p	p	o	h







EVENTS IN THE STORY



1 **Look and number**

a


'Come and meet my friend, Fayez, and his wife Mervat.'

b


Basem is in Mr Sameh's apartment. He is fixing some pipes under a sink.

c


'You can try these new games,' says Faten.

d


Uncle Sami drives the children home in his taxi.

e


'Great!' says Adel. 'Come on then. You can both help me with the crocodiles.'

f


Zahra and Zein are watching a nature program with their parents.



2 **Read and match**

1 Zahra wants to be
2 Zein doesn't know
3 Uncle Sami takes the children
4 Zahra and Zein help
5 Zein wants to
6 Zein doesn't want

a what he wants to be.
b to be a software engineer.
c Mervat with the animals.
d a vet.
e to see his friends.
f drive the tractor.

3  Read and complete

farmer   plumber   software engineer   taxi driver   vet

1 A ________ helps people because he/she can fix problems with sinks, pipes and faucets.

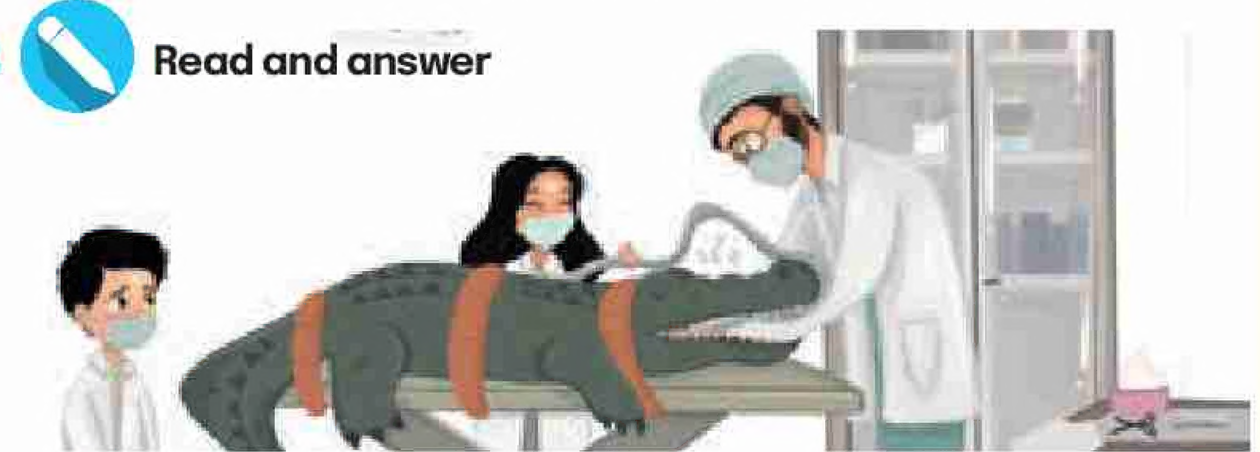
2 A ________ helps people because he/she grows food and raises animals.

3 A ________ helps people because he/she takes people where they need to go.

4 A ________ helps people because he/she looks after their pets and farm animals.

5 A ________ helps people because he/she designs computer programs and video games.

4 Read and answer



1 What is Adel's job?

____

2 What did Adel find in the crocodile's stomach?

____

3 What can we do to look after animals? Write three ideas.

____

____

____

1 Ask and answer about the story. Use the words in the box

How	What	When	Where	Why

What is Uncle Sami's job?

He is a taxi driver.



2 Zein and Zahra write an email to their grandma and grandpa. Read and complete the email.

Hi Grandma and Grandpa,

Last week we visited Uncle Sami. He has lots of friends. We met them and learned about their jobs.

We met ________________________________.

We saw ________________________________.

We ________________________________.

Zahra liked ________________________________.

Zein liked ________________________________.

It was fun visiting Uncle Sami!

See you soon.

Zein and Zahra



3 Work with a partner. Think and say. What can we learn from the story?



4  **Zein had a problem. What was it? How did he solve it? Look and complete**

What was Zein's problem?

____



What was Mom's idea?

____



What jobs did Zein and Zahra try?

____

What is Zein's answer?

____

1 What happens in the story? Look and say

a



b



c



d



e



f



g





2 What happens in the story? Look again and write